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ABSTRACT

Twenty-two working papers presented at a graduate seminar in continuing education at Michigan State University during the Spring term of 1970 are compiled in this publication. The chief purpose of the publication, which is considered a "by-product" of the seminar, is to provide the seminar participants with the means by which to recall insights and convictions developed at that time. The working papers are concerned with one of the following topics: "Role of Institutions in a Community System of Continuing Education"; "General Areas of Program Emphasis"; "Administrative Concerns"; and "General Topics." The seminar, which included "credit" and "visitor" members, was structured along the following steps: (1) the instructor proposed a general plan for conducting the seminar (Appendix I); (2) a seminar committee developed a revised and more detailed plan, which became the guide (Appendix II); (3) each seminar member selected an institution or issue; conducted research; developed an initial working paper; distributed copies; and read his paper; (4) each paper was discussed by groups of six members, and suggestions were made; (5) papers were rewritten; and (6) revised papers were categorized and compiled by the seminar committee. Appendix III presents excerpts from the constitution, school code, statutes, and administrative rules of the State of Michigan. Appendix IV is a form for rating institutional involvement in continuing education. (DB)

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CONTINUIN
EDUCATION
IN THE
LOCAL
COMMUNITY

PAPERS FROM A
SEMINAR ON CONTINUING EDUCATION

GRADUATE STUDIES IN CONTINUING EDUCATION
DEPARTMENT OF ADMINISTRATION AND
HIGHER EDUCATION
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48823

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CONTINUING EDUCATION
IN THE
LOCAL COMMUNITY

Papers Contributed by
the Participants of ED. 882 - Continuing Education
in the Local Community
Spring, 1970

Graduate Studies in Continuing Education
Department of Administration and Higher Education
College of Education
Michigan State University
East Lansing

June, 1970

PREFACE

This book preserves and presents a score of "working papers" which have served quite effectively a graduate seminar in continuing education at Michigan State University during Spring term, 1970. Its principal purpose is to recall, for each of us who produced it, the insights and convictions we developed as we have worked together and instructed each other in the seminar.

The purpose of the papers was to stimulate and structure our study and to facilitate our contributions to each other. The process we employed was essentially as follows:

1. The instructor proposed a general plan. (Appendix I)
2. A seminar committee developed a revised, improved, and more detailed plan which we adopted as our guide. (Appendix II)
3. Each seminar member selected an institution or issue, conducted his research, developed an initial working paper, and distributed copies to all members.
4. Each member read the papers, concentrating his attention upon those in which he felt greatest interest or need.
5. In groups of about 6 members each paper was discussed, new information was provided, issues were examined and suggestions were made to the author by his colleagues.
6. Papers were then rewritten, usually in abbreviated form, incorporating such new information as the author chose to include.
7. Revised papers were received by the seminar committee, arranged in categories and compiled, without further editing, for this publication.

At best this record captures but a small fraction of our learnings. It can only represent the others and, for those of us who participated, recall them. The non-participant reader can only estimate and imagine what the others may have been.

We are pleased to share our work with those who may read it; but we ask that each reader be attentive to the purpose it was intended to serve and the process through which it was produced. Publication was not our purpose; it was a by product. We have not attended to all conventions of publication; we have done no real editing of the manuscript; we have imposed arbitrary and severe limitations of time and space upon ourselves; we acknowledge certain duplications and contradictions; and even as we compile the papers we wish that we might change some of them. We firmly request that none of the papers be quoted.

It should be noted that the seminar included "credit" and "visitor" members. The production of papers, and the numerous other contributions, were at no point restricted to credit seekers. Truly this was a continuing education venture into a study of continuing education! It has been an enjoyable and fruitful experience for all of us and we record our appreciation to each other for it.

R. J. Kleis
and seminar
participant colleagues

CONTENTS

I. ROLE OF INSTITUTIONS IN A COMMUNITY SYSTEM OF CONTINUING EDUCATION

1. Arts Council — Beam, John — 1

2. Cooperative Area Manpower Planning System — Hanson, Virginia — 5

3. Cooperative Extension Services — Mabery, Leroy — 12

4. Health Agencies — Ridley, Una — 27

5. Professional Associations — Jackson, Priscilla — 34

6. Police and Conservation Law Enforcement — Christensen, Ralph — 43

7. Small College — Pelowski, James — 53

8. University Extension — Boggs, David — 60

9. Religious Organizations — Mielke, William — 71

II. GENERAL AREAS OF PROGRAM EMPHASIS

10. A Model of the Lansing Continuing Education for Indigenous Members of the Westside Community — Nevels, Jim and Williams, J. C. — 80

11. Blueprint for an Adult High School Program — Folkertsma, Kenneth — 94

12. A Plan for a Community-Wide Labor Education Program — Peters, Ronald — 102

13. Continuing Education in and for Retirement — Frazier, Doris — 111

14. Involvement of Non-Professionals in Family Education — Anderson, Calvin — 118

III. ADMINISTRATIVE CONCERNS

15. Governance in Continuing Education — Mattran, Kenneth — 122

IV. GENERAL TOPICS

16. Adult Education in Business and Industry Posada, Maria 130

17. Continuing Education in a Learning Rural Community: U.S.A. de Colon, Maria 146

18. Continuing Education and Community Services: A Juxtaposition MacLeod, Malcolm 154

19. The Community School Concept Bernard, John 169

20. Improving the Diffusion Efforts of Human Relations Organizations McGonigal, Dick 178

21. A Lay Persons' Approach to the Community Schools Thiel, Frank 189

22. The Use of Television, Correspondence Course and Newspaper in Continuing Education Programs in Learning City Figueroa, Magdalena 192

APPENDICES

I. Memorandum on 'Plans and a Proposal'

II. Memorandum on revised 'Plans and a Proposal'

III. Legal Bases for Local Public Education for Out-of-School Youth and Adults

IV. Institutional Involvement in Continuing Education

The Role of an Arts Council in Continuing Education

By
John Beam

The following work is based solely on my opinion; an opinion which sees the arts council's role in Continuing Education in a positive light.

An arts council is a body, of an unlimited number of persons, which tries to promote interest in the field of "the arts" and cultural pursuits. Its role is quite vast; but there is one most obvious reason for its existence: the community as a whole. By that I mean the bridges it creates between learning institutions, clubs and organizations, and individuals of the local community. For example, it would be beneficial for the community to be supporting a community college or some such institution or perhaps a local library. It is my belief that such an institution could be of great help to an arts council. Because usually where people back these types of institutions there would be a number of individuals that enjoy the arts, have had some training in cultural pursuits, and wish to share this enjoyment with others.

The community as a whole benefits from the efforts of an arts council. Individuals in the community are able to take part in cultural activities that they might never before thought of doing. The percentage that would go a great distance to receive cultural entertainment is very low. With special events in the immediate area it accommodates not only the people who would travel to see them anyway, but also those that would have an interest because it is near to them.

The arts council can also serve the community by acting as a clearinghouse for the community's "calendar". If all clubs and groups were to list their coming events with the council, duplication of events and conflict of too many activities at any one time could be avoided. It could be the "hub of the wheel", so to speak, the center of the community's activities. It bridges the gaps among different clubs and organizations of the larger community. Many times an arts council can accomplish things that other organizations would like to do but cannot, because of the time and money involved. For example, the goal of many organizations would be to provide opportunities for the community. Therefore, they try to do as many projects as they can to meet this need and their goals. One such improvement might be the bringing of cultural events and exhibits into the area. To do this often times requires a great deal of money and time in selecting, inviting, and preparing the community for the coming of special events. The community arts council with its affiliation with the state or regional council can sometimes apply for additional financial aid not otherwise available through the local clubs or organizations.

By acting as the director, the arts council can get more than one organization working together on a particular event or even a special aspect of a particular event such as publicity, coordination of the mechanics of events, etc. Thus it results in bringing together members from different groups which might not otherwise jointly attempt such an event or activity. The linking of community members might lead to the expanding of one's friendships.

There seems to be a great deal of intrinsic value in the rewards that an arts council provides. This group serves a twofold purpose. Not only does the arts council serve the community at large by bringing in cultural ideas and events, but it also plays an even greater role in regard to the effect it has on the members. Once a group has been organized, a deep fellowship can be established among its members. A new "community" is formed made up of individuals with the same basic interests mixed with a diversity of talent. The group provides a built-in, interested audience that appreciates one another's talents. Painters, designers, sculpturers, photographers, etc. get enjoyment from displaying their works. They are able to fulfill their need of being wanted by taking part in the fellowship offered by an "arts community".

Many times a good arts council depends upon a number of willing volunteers to do varied jobs. Willing workers need not be excellent artists. Fortunately, there is a place on the council for persons not possessing enough talent in the arts to be considered an artist. Perhaps these individuals just enjoy being in art circles, absorbing culture, critiquing works of art in an amateurish way, and surrounding themselves with uplifting experiences. They may see a need to educate others as well as themselves in this field. Maybe they feel as though they would liked to have had a better opportunity to take advantage of such cultural experiences at an earlier age. Therefore, the arts council acts as a meeting ground between the artistically gifted and the interested, concerned laymen. It affords each type of individual an opportunity to pursue his interest at the level best suited to his skills.

Individual participation in an arts council's sponsored events contributes in a small way to the improvement of the whole, well-rounded individual. A man's cultural education should not stop at high school or college graduation, but must continue on to make life enjoyable while gaining new learning experiences.

In summary the arts council provides encouragement for Continuing Education within its membership, and also it is an instrument for providing Continuing Education experiences for those outside the group's membership. It is probably needless to say that this learning process is accomplished to an even greater degree by those individuals who actually participate in the activities as members of the arts council. This person is motivated to pursue Continuing Education in an active way. His time, used wisely, becomes a profitable adventure. He does not have to rely upon the television set to occupy his mind until he wastes away. Rather, his mind becomes quite alert with the promise of participation in the ascetics. I believe that the arts council provides this service for all individuals who take part in exposing themselves to the results of what the arts council can do for the community's population. Therefore, I conclude that an arts council does indeed fulfill a much needed, positive role in Continuing Education.

" CAMPS "

(COOPERATIVE AREA MANPOWER PLANNING SYSTEM)

Virginia Hanson

CAMPS (Cooperative Area Manpower Planning System) is an effort to mesh all manpower and related services to help the poor and disadvantaged. America is engaged in a massive drive to provide training, services and job training opportunities for the unemployed and the underemployed. There are over 100 different manpower programs under some 42 different legislative acts. With so many programs available for a community, unknowingly several groups could apply for similar programs from different Federal agencies and both be funded, while other more urgent needs are not met. Duplication and gaps with Federal funds is an unnecessary extravagance. Camps was organized to be the co-ordinator and recommender of Federal monies to meet the needs of the poor and disadvantaged in the area.

Federal agencies had attempted to work together but there was a lack of any formal link between Federal action and local efforts. Early in 1967 committees started working in 67 major labor areas. Under an Executive order of August 1968, coordinated action under CAMPS became official Government policy. This Presidential order calls for committees in more than 400 local areas, including every major city.

Let us start our understanding of this system from the Federal level. At the summit is the National Manpower Coordinating Committee whose members represent eight Federal Agencies. This committee prepares national program goals for manpower related fields for the coming fiscal year. In this document all programs related to manpower proposed by all CAMPS agencies are listed. It outlines the purpose and size of each program and the funds proposed for every State and some areas of the country. In short, it tells leaders in the cities and towns of America about all the Federal funds and services they can expect during the year to help the poor of their area to gain decent jobs.

Every State committee makes a blueprint from the submitted local area reports. In so doing the coordinating committee helps to work out conflicts among the manpower plans of local areas and to make sure that those who most need services are actually getting them. It also plans for areas and groups with special problems, such as the rural poor and migratory workers. Orginally Michigan had thirteen counties who established CAMPS committees. On April 11, 1969 the state was divided into 18 area committees with most committees covering two or three counties. The Michigan State CAMPS committee then must make sure that those who most need services do actually receive help.

CAMPS operates at every level as has been described, but the core of the system is at the local level. Program possibilities may exist at the Federal level, but the people who need them exist in the local areas. It was mentioned previously that eight Federal manpower and manpower related programs participate in CAMPS. Let us take a look at these agencies and the programs they provide. Since new programs are added and old ones take on new or adjusted functions from time to time, this will be a representative description, not an all inclusive one.

Department of Labor, Manpower Administration - Programs that provide work preparation and training, place workers in steady jobs and give special help to those who live in areas of high unemployment.

Department of Health, Education and Welfare - Programs that provide remedial and vocational education, manpower development and training and vocational rehabilitation.

Department of Commerce, Economic Development Administration - A program to promote economic growth in depressed areas.

Office of Economic Opportunity - Programs to provide job training and other manpower-related services for disadvantaged youth and adults in both urban and rural areas, including special emphasis programs for migrants and Indians.

Department of Housing and Urban Development - Programs that create model neighborhoods through planning and rebuilding, and provide decent housing and other facilities for low-income families and jobs for the unemployed in urban renewal and housing projects. Training programs for state and local government personnel engaged in community development fields, as well as public service training and jobs in community development activities.

Department of Agriculture - Programs that provide training and jobs in conservation work, in distributing food to the needy and school children, in forest services and in supplying low-cost electricity and telephones to rural people. Programs that assist farmers and rural communities through housing loans, education and other services.

Department of the Interior - Programs to provide training, jobs and other services for needy Indians and to train workers for water pollution control projects.

Civil Service Commission - Provides information on Federal job needs and the types of training that will prepare people for Federal jobs.

Who can serve on the CAMPS local committee? Membership is not limited and interaction of many groups is highly desirable. Since Federal monies come from the above agencies, they must be a member of the local committee. These representatives should be the men and women directly involved in federally assisted programs. However, these are not the only groups in the community using Federal funds to provide training, services and job opportunities for the unemployed and the underemployed. Labor unions, employers, educational enterprises and even local governments have access to Federal grants and they should have representatives on the local committee. Educators interested in continuing education should also be involved since many of their training and retraining programs use Federal monies. Unless a local CAMPS committee has a broad membership of Federal agencies, labor unions, local government officials, educators and employers it can not function properly nor can it do an adequate job in making its recommendations.

What then is its function? The CAMPS committee's basic responsibility is to develop a blueprint for the area that links Federal programs and local efforts. To do this, it surveys local employment needs, draws up an inventory of services and then sets priorities for action based on the most urgent local problems. Their report is prepared in two sections. Part A provides the socio-economic and administrative background required for planning the next fiscal year's program activities. Part B contains a comprehensive manpower plan that describes the actual program operations by which the local area proposes to attack the manpower needs and problems identified in the first part.

In summary, CAMPS should look at the area it services and describe its manpower needs and problem areas. Based on this knowledge it then proposes programs, services and training needed to meet the needs of the local area for the unemployed and the underemployed. It has great potential and adult educators need to be a part of the planning process. The local proposals then go to the state committee who coordinates and combines the requests and sends them to the regional committee who reviews and approves them prior to sending the requests to the national committee.

CAMPS is still in its infancy and appears to be having problems acquiring the stature and recognition that it needs to function properly. It is designed to function from the local level of need up to the Federal level for money to help meet that need. In reality it functions from the summit down.

There are several reasons why CAMPS is not totally functional. The eight Federal agencies are not enforcing the requirement that programs must be in the local CAMPS proposals or they will not be funded. Therefore local groups continue to tap and receive their Federal funds through previous channels with little or no concern for the overall needs of the community. In talking to the state representative who sits on local committees, I learned that Federal agencies are beginning to reject local requests when the requests do not appear in the CAMPS overall proposals. It is hoped that an explanation accompanies the denial so these groups will then want to work with the local committee.

This leads to and is a part of the second problem. Membership on this committee is very time consuming. It would be difficult to begin to estimate the man hours used in compiling the annual report, much less the time for discussion and decision making. A properly functioning CAMPS committee needs people who have some authority to make and carry out decisions in the organizations they represent. These people have many demands on their time. In the Jackson CAMPS representatives of the community, employment and labor unions no longer attend the meetings. They discovered that after much time and effort was expended in writing a comprehensive program for the area, few were actually funded and then disenchantment settled in. It is not difficult to understand that as the volunteer members of CAMPS found increased demands on their time, they chose to become inactive. There is little need for their participation when they discover they could follow their previous patterns of action and still receive their requests for Federal funds.

Another problem that has been noticed is that representatives of the eight Federal agencies are required to be members of this committee. Much of the manpower needs of the area are based on statistics from the Michigan Employment Security Commission and the Department of Social Services. It is indeed difficult for agencies to work cooperatively when they see so many needs in their own agencies. Power struggles are a reality of such a committee and if they can be channeled properly they can work to achieve the best for the community. The committee members who do not represent these Federal agencies should act as the stabilizers to keep the group on a steady course of action. They should be able to take a more objective view and help determine the priority needs for the area. When these committee members become inactive as previously mentioned then the CAMPS proposals are not truly representative of the community needs.

The last major problem is the time lag from proposal writing to funding which often times is a year in length. With the uncertainty of our economy and its fluctuation abilities, it is difficult to predict with much accuracy a year in advance. For instance, with unemployment currently very high, this would be an excellent time to do retraining or updating skills, but no funds are available on short notice. Therefore these people are getting paid to do nothing when they could be spending their time being trained if money was available for instructional costs. Also to do predictions for needs a year in advance is not entirely accurate. Training periods often take as long as six months, so in reality predictions are made for about a year and a half in the future. If the time lag could be shortened, training programs and services could be more relevant to the current needs.

In conclusion there are some suggestions to be made that might make CAMPS more functional. Tightening of the granting of Federal funds must be done and this would give meaning and importance to the local CAMPS proposals. In turn local groups would see the need to be involved in the proposal writing and membership activity would probably increase. An active membership drive would encourage local groups to get involved. Secondly a percentage of Federal funds should be made available, perhaps at the state level, to meet some unusual needs that were perhaps unpredictable. Since the state CAMPS meets every month, this would lessen the time that is now required to get funds.

CAMPS may not function as effectively as it was designed, but it still should have the involvement of the people in the field of continuing education. One very important intangible aspect is the opportunity to interact with groups (and people) you might otherwise never have the opportunity to work with. You are challenged to look at your community from an entirely different point of view as you work with its needs and struggle in helping to make the decisions while drawing up the priorities that need to be set. These opportunities are available whether or not the local CAMPS functions to its greatest capacity.

The need for cooperation on the local level to administer Federal funds will exist as long as the Federal government provides training, services and job opportunities for the unemployed and the underemployed. This involves continuing education and as educators we need to be involved in the committee that is charged with the responsibility to coordinate the programs. If you have the opportunity, do get involved.

THE ROLE OF THE COOPERATIVE EXTENSION SERVICE AT THE LOCAL LEVEL

BY
LeRoy A. Mabery

This paper was written because I believe the Cooperative Extension Service has an important role to play in Continuing Education at the local level. This directed me to investigate what the Cooperative Extension has done in this field and what approach it might take in the future. My investigation and research into this field, plus three years of having worked with Cooperative Extension personnel (1), have led me to believe it is an institution which has already developed a successful and meaningful foundation and philosophy for involving people in Continuous Educational Enterprises.

The Cooperative Extension Service has been involved in rural community development for fifty-five years (2) and has achieved tremendous success. I feel the reasons for this lies with its special philosophy towards people and its unique structural form. If the Cooperative Extension Service could be expanded substantially to urban areas (3), I am confident it would be a more viable enterprise in our complex, urbanized, and technological society.

It is the contention of the author and this paper that the Cooperative Extension Service must become more integrated into the broader Continuing Education functions at the local or community level. Traditionally it has been limited primarily to rural interests and not the broader aspects of community needs.

The purpose of this paper is to illustrate the role the Cooperative Extension should play in an integrated community effort to provide Continuing Education for all members at the local or community level.

I have organized the paper to include the following: (a) introduction; (b) the Cooperative Extension Service philosophy and characteristics; (c) an example of a present program and its operation; (d) recommendations for an area Continuing Education program; (e) and concluding statements.

Let us begin with the Cooperative Extension Service's definition of community. The Cooperative Extension Service has been involved in community work for many years and has long recognized that there are many types of communities and even subcommunities which criss-cross each other. It has been the philosophy of the Cooperative Extension Service to be involved with people, regardless of diverse interests, and not to be overly concerned whether they compose a community or not. The emphasis has been on service to the individual and his family. If a so-called "community" exists, efforts are made to develop a community, and use it as a means for bettering society. However, if a community is not present, the Cooperative Extension Service works with the individual and his family for their development and hope a community will develop from their needs and wants. For these reasons the Cooperative Extension Service has been organized to work on a county or district level. It has been concerned primarily with individual needs, rather than community, unless community needs should develop as the best means of problem-solving. However this vague definition of community does not hinder the work of the Cooperative

Extension Service. It is organized by state rules and regulations on a county or district level. Thus, the definition of a community is territorial. It is concerned with all the members, primarily rural or agrarian orientated, who live and work within its territorial area of work responsibility. It is obvious that the Cooperative Extension Service views community on a much broader perspective than most Continuing Education groups and organizations do. Thus I feel it is an ideal institution for participating in an area Continuing Education program. The Cooperative Extension Service has been a pioneer in attempting to incorporate small local groups or communities into a broader county or district community. For this reason, and many others which I will elaborate later, it has much to offer in an area approach to Continuing Education and should be an integrated and cooperative partner in this endeavor.

Having succintly discussed community as observed from a Cooperative Extension viewpoint, let us turn at this time to the philosophy and characteristics of the Cooperative Extension, which make it an invaluable asset in Continuing Education at the local level.

1. It is an organization devoted to education.

The aim of the Cooperative Extension Service is to teach people living in rural areas to raise their standards of living by their own efforts, using their own resources of manpower and materials, and with a minimum of assistance from the government. (4) Its field worker, the extension agent, tries to change people's attitudes, not by directly changing their culture, but by facing their difficulties and seeking appropriate methods of action to solve these problems and achieve an adequate solution.

The Extension Service does not impose itself upon the individual or community, but encourages people to discuss their problems; to seek clear solutions or alternatives. The Extension Service agent acts as a catalyst with his services being voluntary. However, he does not wait for the people to seek him out, but lives in the community, becoming friends of the families and suggesting methods and techniques which are realistic for them to improve themselves.

His work is informal teaching outside of the school environment. But he is a teacher because he increases knowledge and tries to change people's minds and outlooks. The extension agent does not impose any program or ideas upon his friends or community. Instead he gives priority to their problems and desires and developes pride in the individual and community. The agent suggests, prodes, and guides, but remembers not to impose or push too rapidly. His teaching methods are employed to encourage discussion and teach people to defend and think for themselves. He may use group discussions, meetings, or other techniques to bring out leadership, but the agent does not propose or head action aimed at achieving solutions. He is behind the scenes preventing mistakes, encouraging, and guiding the individual or group forward. By encouraging local leadership and self-help, he creates community confidence, pride, and eventual progress. By gaining success, no matter how insignificant, it encourages the individuals and community to try again, this time, perhaps a bigger problem.

It must be remembered that the agent is also an expert in agriculture or home economics. He has knowledge which the people feel is beneficial to them. Thus he is not just encouraging human and community development, but also economic improvement through better agricultural production or home improvement. His only motivation for being in the community is to help them help themselves to achieve solutions satisfactory to their situations and conditions. The agent has nothing to gain and becomes a trusted member of the community. Thus, Cooperative Extension Service is an educational organization because it teaches people knowledge and methods of solving their problems to their satisfaction.

2. It is supported by federal, state, and local funds.

This has been a key aspect of the program. It is a cooperative enterprise between the federal, state, and local government. The importance is that all contribute economically according to their size, ability, and potential. It is a partnership with each having the right to say what it wants from the program. The local area contributes financially the least, but has the greatest amount of decision-making. The program, thus, becomes a community service and a part of the community rather than a governmental imposed program. The community, by participating actively, has a stake in its success or failure. But being of the community and serving its community well just about eliminates failure because the people become involved and comcerned. They believe in the organization and support it. It is to their interest and well-being.

3. Stress is on the local area with each community developing its own program.

Each county or community is responsible for developing its own program based on local cooperation between the extension agent and local residents. The people are active participants in solving their problems and developing program guidelines. They have to be if the service is to be effective! At the local level it becomes a "people's program." The program moves as fast or slow as the local residents desire. No program is imposed upon them by the government agencies. It is strictly voluntary.

It is important to remember this is an educational process and attitudes and outlooks are being changed. This cannot occur rapidly. It takes time to change people's attitudes. But the results achieved by the Cooperative Extension Service over fifty-five years illustrate successful change can occur. It must be remembered, however, that man and his community need time to develop.

4. It is attached to the Land Grant universities which coordinate research and extension training.

The Cooperative Extension Service is attached to an institution of higher learning. It is associated with an institution involved in the educational process. This allows it to provide the best academic training for its personnel as well as have the benefits of technical research going on at the university. Furthermore the Land Grant universities have served as an excellent source of in-service training. All the Land Grant universities have an extensive agricultural college and are concerned with individual and community development. This is why the Land Grant universities were created -- to provide services to the public. This attachment allows the best minds to research and provide the most meaningful knowledge for the field agents. This is an important force and association for proper implementation of the program. This has allowed broad and great freedom in developing knowledge and skills for field application.

5. From the top down and from the field upwards there is a two-way flow of ideas.

Whether it was chance or planned, the creation of the Cooperative Extension Service is unique for its two-way flow of ideas. At the bottom rural families, with confidence in the Extension Service, pass on their problems to their leaders who, in turn, pass certain technical problems to higher levels who then begin research and study into the problems and possible solutions. This knowledge is then returned back to the family or individual. At times it is reversed with the top levels passing suggestions down the ladder to the local level, thus preventing problems before they occur. It is an open line of communications which allows federal and state leaders to be partners with the local people they serve.

Thanks to the autonomy and freedom permitted at all levels of the organization, there is security from political and other influences which could hinder this development. Each level is free to suggest ideas while each level is also free to reject them. This creates a climate which encourages originality and initiative at all levels. Especially important is that the local people realize they can develop their programs and solve their own problems while knowing there are concerned and knowledgeable people at state and federal levels who will support them with resources. The key is that ideas are encouraged and incorporated into the system and political influences are excluded. (5)

6. The latest methods of communication are exploited when found useful, in order to solve a problem.

The large number of people affected by the Cooperative Extension Service has been because of its successful exploitations of communications. These have been used to promote education and not exploit people. Radio, television, and newspapers have been important in reaching people effectively.

The Extension Service has always extended knowledge -- at first through home visits and then group visits. These still are important, but in order to reach more people, the communications media has been exploited to its fullest. Furthermore, educational tools like pictures, charts, and other techniques are used to make knowledge and skills more lasting. These are important learning tools and are taught to all extension personnel as a part of their academic training. As new methods and techniques become useful, they are quick to adapt them in order to transfer new knowledge through these means to the people. These communicative skills also allow the extension agent to reach the people more effectively and permit a greater number of people to solve their problems.

7. Community leaders are a vital factor in creating, developing, implementing, and evaluating programs.

There are 14,812 extension workers in the United States. (6) The number of people reached and affected by extension programs is numerous. Because of a limited staff and budget, it became necessary to depend on local leaders to spread new knowledge and lead communities. This proved to be a blessing in disguise. The use of lay leaders helped build local confidence and pride in themselves and their communities. Thus, there has developed a faith between the leader and extension agent. The agent supports and trains the leader and the leader, in turn, teaches neighbors knowledge and skills which the agent does not always have time to do. The leader is an unpaid volunteer, receiving training and backstopping from the agent. He then works with people, using teaching methods and other learning tools necessary to teach his neighbors. You might say, "training does not make leaders," and this would be true. However, there is another important element in extension philosophy which re-inforces this training. The agent believes in the man, treats him as an equal, and is his friend and counselor. The person-to-person factor is tremendously important in training and working with leaders. They need self-confidence and the agent gives it to them.

8. The program is flexible and adjustable to change.

There is much program planning and development in the Cooperative Extension Service, as it is a necessity if a good program is to be realized. This means the greatest care must go into program planning, and it must be based on needs and available resources, and have a plan for achieving the objectives. (7) But flexibility is necessary, due to changing needs and new problems which develop and need solving. Many change agents tend to forget the program is not theirs, but the people's. There must be flexibility if people are going to contribute ideas and feel free to participate. This does not usually mean throwing away the program, but merely making adjustments in certain aims, goals, and objectives. Also flexibility allows for the incorporation of new resources, knowledge, and other ideas which may be suggested from the state or federal leaders which would be of benefit to the community. Thus, flexibility and adjustment are necessary when serving the public.

9. The family unit (programs for men, women, and youth) is of great concern to the program.

The family unit is the target of the extension office. (8) There are agricultural programs for men, family living for women, and 4-H (youth clubs -- ages 10 to 18 years) clubs with project activities for the children. They are all involved in problems with learning being accomplished by the participation of all members of the family. This creates pride, cooperation, and contributions from each member. They see themselves as a unit working to better their standard of living or a particular aspect of their life. This causes them to support, teach, and encourage each other. Too many Continuing Education programs focus on only one segment of the family. They leave out the young adults, or the father, and work only with the wife, or work with the father and forget about other adults within the family. This type of program tends to diminish support from the home, a[illegible] may cause jealousy or even arguments between spouses. The family unit i[illegible]mportant and is many times overlooked by training or educational groups involved in Continuing Education.

The second or supplementary sector of this paper was a visit to a local Extension office to substantiate and investigate in greater detail the actual Cooperative Extension program at the local level. The basis for this section was an interview with Mr. Leo W. Dorr, the County Extension Agent of Lapeer County. The following is a summary of the interview.

Mr. Dorr, the County Extension Director, is part of a full time staff of four in his office: a home-demonstration agent, a dairy specialist, a 4-H youth agent, and himself. He stated there are various objectives. The original objective of the program of increasing agricultural production holds true today but Extension work has broadened tremendously and has adapted to the changing environment and society. Mr. Dorr believes that Extension Service is a process of education -- an educational process beyond the formal school setting, concerned with helping people to help themselves. The Extension Service tries to achieve this by: identifying their needs, problems, and opportunities; evaluating their resources; determining alternative solutions; and following a suitable course of action. These objectives are directed towards five primary areas: agriculture; family living; 4-H youth; resource development; and marketing.

Mr. Dorr stated that the county office maintains close liaison with the people through a county council which advises and recommends fields of interest which they feel the people of the county will be interested in learning. He felt the councils play an important role in developing guidelines and policies for the extension personnel. Furthermore the councils are really the most important control element of the program because they will make the job easy or difficult, depending upon how well you carry out your job and meet the county or community needs.

The program is available to all people seeking assistance and advice. The primary audience is still the rural family unit, but recent years have seen an increased number of non-farm participants. However, Mr. Dorr emphasized that urban people are always encouraged to take advantage of their services. They have been primarily concerned with adults but they also have an active 4-H youth organization for 9 - 18 year olds. Anyone or any group concerned with continuing their learning in areas such as greater agricultural production; processing or distribution; problems with family or community living; use of water; forest and land; wildlife development; or even on consumer or marketing problems, may seek their assistance and advice. If they are not able to provide adequate assistance or information, they can call upon a specialist at the state level to provide assistance in information or program training. The office, also calls upon experts or other organizations within the area to assist them when necessary. Thus their resource material is almost unlimited and the Extension Service is eager to cooperate with all groups and organizations involved with education.

When questioned about the methods employed by his office, Mr. Dorr replied, "Our methods are numerous." Listing a few, he mentioned: method and result demonstrations; lectures; field days; observation trips; home visits; posters; and mailing of informational bulletins from the state and federal government to local residents. Awards and recognition banquets are also held to honor agriculturers, housewives, and 4-H youth for outstanding achievement in their fields of interests. He continued by stressing, "We try to emphasize the person-to-person visit as the best method of helping people. Having a small staff, however, we are limited because of the large number of people we have to contact. Thus, much of our effort to reach people must depend upon our contacts with community leaders and the use of local news media for publicizing and spreading new techniques and knowledge."

I feel the interview with Mr. Dorr helped to substantiate the previous information stated in this paper. It has provided substance for much of the earlier statements. However, I was disappointed to hear when speaking with Mr. Dorr that there did not exist a coordinated county area Continuing Edcation program.

It is the conclusion of the author that the Cooperative Extension Service has much to contribute to an area Continuing Education program. Therefore the following are recommendations and areas which I feel the Cooperative

Extension can contribute, and be served, by participating in a county or area coordinated Continuing Education program.

1. To coordinate its resources, facilities, and efforts toward an area wide Council of Continuing Education in order to eliminate duplicating of financial, physical and human resources.
2. To expand and coordinate its home and family life, recreational, conservation, and other educational courses to supplement or be included among those courses or activities provided by other urban Continuing Education groups and organizations.
3. To provide means for the client of the Cooperative Extension Service to be made aware, and encouraged to participate in, the Continuing Education activities sponsored by other C.E. groups and institutions.
4. To employ the library, counseling services, adult basic education, liberal education, adult high school education, vocational and professional education, and public affairs educational programs and to publicize, coordinate, and encourage them as a means of the extension client improving his education.
5. To facilitate the Extension Service's physical facilities and those of other C.E. groups and organizations to be made available upon request by C.E. groups or organizations engaged in meaningful and worthwhile C.E. activities desired by the people.
6. To have the Extension personnel called upon to teach in the public schools (example: enrichment courses) when it is an area of their speciality.
7. To encourage other C.E. groups and institutions to take advantage of the state and national resources provided and available to the Cooperative Extension Service through their relationships with government and the universities.

8. To transfer the Cooperative Extension Service's experience in legal-type work to other C.E. groups and institutions in order to take advantage of present and new state and federal C.E. programs. (9)

In conclusion, the Cooperative Extension program has effectively served the community and I believe it will continue to do so. It is well known that the Cooperative Extension Service has been a major factor in the transformation of the rural countryside. Today, to meet a changing society, efforts are being made to reach urban and non-farming rural residents. It is flexible and adaptable to madern-day problems. It has served its sponsors well and due to its success it is being challenged more and more to direct its methods, techniques and efforts toward ghettos, proverty pockets, and urban areas which are a major concern of today's society. At the same time it is careful not to neglect its farming client and growing urban groups.

I feel, however, that they are beginning to become over-extended and involved in too many programs. If urban and poverty areas are the road of the future, then more staff, resources, and greater coordination must be achieved if an adequate job is to be accomplished. The key is that the Extension Service must become more integrated into a cooperative community-area approach to C.E. I firmly believe that Extension's person-to-person technique, dependency on local leaders and their philosophy of "helping people to help themselves," has much merit where ever it is applied. The Cooperative Extension Service has helped to change the rural countryside and I believe its methods and techniques could have a real positive effect on future C.E. activities at the local level.

FOOTNOTES

1. The auther has lived three years in El Salvador, Central America, as a Peace Corps Volunteer, and worked closely with the Cooperative Extension Service at three level; local, national, and international.

2. Joseph L. Matthews, "The Cooperative Extension Service", Handbook of Adult Education in the United States. (Edited by Malcolm Knowles.) Adult Education Association of the U.S.A., Washington, D.C., 1967, pp. 218.

3. The Cooperative Extension Service has initiated many new programs into urban areas the last five years. There was not, however, enough information available to discuss this aspect adequately.

4. A.H. Savile, "The Meaning of Agricultural Extension", Extension in Rural Communities, Oxford University Press, London, 1965, pp. 3.

5. Joseph L. Matthews, op. cit., pp. 219-220.

6. Joseph L. Matthews, op. cit., pp. 223.

7. Russell J. Kleis and Donald G. Butcher, "Roles and Interrelationships of Continuing Education Institutions", (Edited by Nathan G. Shaw.), National Association for Public School Adult Education, Washington, D.C., 1969, pp. 58-59.

8. Joseph L. Matthews, op. cit., pp. 225.

9. Russell J. Kleis, editor. An Area Approach to Continuing Education, East Lansing: Educational Publications Services, Michigan State University, 1967, pp. 77.

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CONTINUING EDUCATION FOR AND BY COMMUNITY HEALTH AGENCIES

BY

UNA L. RIDLEY

INTRODUCTION

The purpose of this chapter is to describe the structure of the community health organization and to assess its needs and responsibilities in the planning for and the implementation of a continuing education program in Learning City U.S.A.

Health care in the United States is a shared responsibility. This is in contrast with many countries where health care is provided by a highly centralized national government. A large number of interested individuals and organizations working alongside the private practioners of medicine and dentistry, and the official public health agencies supply the health care needs of the people.

Organization for community health care has to be considered on two levels. Horizontally, there are the various groups offering health care: the official and voluntary health agencies and the private medical practioners and their para-medical employees. Vertically, there are the departments within the various levels of government; city, state and federal, which have some responsibility for health care. The various organizations, local, state and national, to which the agencies and practioners are affiliated must also be considered.

A closer look at the local level shows that health care is offered by three groups. 1) Official agencies of local government concerned in some way with health matters. The official health agency is aided by other official agencies in the community such as; the police department, the local housing authority, the department of public works, the department of welfare, the public hospitals, and the department of education. 2) The volumtary health agencies, for example the American Cancer Society, American Red Cross and the American Heart Association, see one of their primary functions as the promotion of an educated citizenry. To this end they work along with professional organizations in health and education as well as citizen organizations in bringing about community support for strengthened programs of health education.(1-7)
3) Private physicians and dentists and their auxiliary personnel who practice their profession in the community. Included with this group are private clinics. For example, those established by industry for their employees.

Recently there have been emerging consumer oriented, consumer dominated groups that are beginning to have an impact on health care and especially health education. An example is the Black Panthers who are having remarkable results with the rehabilitation of drug addicts.

One task which needs to be accomplished before effective planning for continuing education can proceed is the setting up of communication channels between the different groups. This can be accomplished through the formation of a Community Health Council. This council would be representative of all the groups previously mentioned as well as others, such as schools of nursing and medicine; community organizations, such as service clubs and church groups. In some communities the health council is organized by the official health agency. It well might be organized by the Continuing Education Department of Learning City. The detailed organizational structure is best worked out to fit the particular needs of Learning City but it should be remembered that an informal environment tends to create greater participation especially from the non-professional members of the group.

The purposes of this council are: 1) To identify community needs. 2) To coordinate health education activities. 3) To encourage feed-back from the community to the agencies. 4) To help formulate community policy. 5) To stimulate inter-group understanding and aid communication.

IN-SERVICE EDUCATION

In-service education is considered as a continuing program of learning about health education. The in-service education program for any agency should be developed to meet the specific needs of that agency.

Among the media which are commonly used in in-service programs are these:

1. Meetings and institutes.
2. Conferences and workshops.
3. Courses.
4. Study groups.
5. Intervisitations.
6. Workshops.
7. Clinics, consultant services and other media. (2-341)

Many of these have to be conducted in the work situation but others could better be organized as a community project working through the health council. The participation of more than one organization in in-service education projects tends to broaden the scope of learning in these projects and also tends to reduce the cost of the program to any one organization.

The community college and university could offer a very important service by establishing courses or other types of programs on behalf of the cooperating agencies.

COMMUNITY HEALTH EDUCATION PROGRAMS

Community health education involves 4 phases or types of activities.(3-402)

1. Sensitization in which the individual and the community are made aware of certain things: a new health department, a disease problem, a service. This is often accomplished by the use of spot radio or T.V. announcements or bill board signs. This type is sometimes used by the official health agency but more often by the voluntary agencies. A draw back of this method is that there is a lack of dialogue and so, little feed back. This could be improved by presenting some panel discussion with opposing points of view.

2. Publicity which is related to sensitization but tends to give more exact information. This includes press releases relating to a public health program or problem, announcements of clinic programs and the like.

3. Education in its most exact sense. This is accomplished best in an intimate face to face situation. This does not preclude the use of other media but it requires that programs be beamed to a specific group which can identify itself as the learner. This type of program is used most by the official agency.

4. Motivation "In order to motivate people to use the health knowledge imparted to them, they must be confronted by a basic human emotional urge to take action."(3-404) The urge may be based on determination, ambition, jealousy, pride, fear or malice or any combination of these. Some of these emotions are used by the media in sensitization

programs in particular.

The area of direct health education begins in infancy and should continue throughout life. Health education in the school from K - 12 and on to college is of major importance, for as Elena Sliepcevich reminds us(8) "much of what an adult learns, thinks and does about health in his adult life stems from habits formed in the early and impressionable years."

There are several areas of particular concern to the community health agencies:

1. Maternal and child care problems which require programs geared towards the reduction of maternal and infant mortality rates. Although these have been significantly reduced, a problem of the first magnitude still exists especially among non-whites. (3-472)

2. Malnutrition which affects maternal and child care but spreads to all age groups of the affected population. Health teaching aimed at establishing the requirements of a balanced diet is required as well as work with other official agencies to assure that all people have the resources to provide this balanced diet.

3. "In terms of magnitude and socio-economic implications, mental illness constitutes one of the greatest problems of modern society."(4-168) Mental illnes affects all age groups. More than half the hospital beds in the country are occupied by psychiatric patients. The goals of community mental health programs are twofold. One, to facilitate early detection and treatment and two, to plan long term preventative measures.

4. Akin to mental illness is the problem of addiction. Although the problems of alcoholism and drug addiction have been recognised for many years, the drug addiction situation has taken on particular

significance in the recent past because of the extent of the problem and because of the youth of some of the addicts.

5. Venereal disease is again becoming a public health problem. With an increased sexual permissiveness aided by the presence of the Pill, this disease is on the increase. There is the added problem that the organism causing the condition is now a mutant of the organism that in the past responded well to penicillin but now does not. This is a particular problem of young adults, many of them still in some type of educational program, and every effort should be made to reach them at this time.

The health council will from time to time reassess the needs of the community for health teaching. Opportunities should be taken to present courses at a time when there is great public interest in the subject, as for instance teaching about environmental health and pollution control at this time.

SUMMARY

The community health agencies share the responsibilities for the health education of the members of the community with the private practioners of medicine and dentistry. Their efforts are supported by other official agencies in the community whose primary function is not health education.

The health agencies need a continuing program of in-service education in order to maintain a high level of competency in the presence of a proliferation of knowledge.

Community health education is conducted by the use of sensitization, publicity, educational, and motivational programs in order to teach about special disease problems as well as to educate for the prevention of these other diseases.

I would like to recommend that thought be given to the more extensive use of television in health teaching. Since studies have shown that television by itself has not been effective for health teaching purposes, this method would need some reinforcement from face to face contacts, but it seems to me that an effective program could be developed by doing research into teaching methods for this medium as well as an investigation of the health needs and interests of the potential listeners. This method would have the advantage of reaching a much larger audience than is possible with presently available professional personnel. The effect of "Sesame Street" on pre-school education, I think, could be duplicated for adult health education.

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THE PROFESSIONAL ASSOCIATION AND ITS PLACE IN COMMUNITY CONTINUING EDUCATION

by Priscilla Jackson

As we blueprint for the future in Learning City, U.S.A., the problem is not the 'failure' of education, but only its adjustment to a world which - as every commencement speaker tells us - has changed. Some previous solutions may indeed be obsolete, but by no means all. Public school teachers ~~who~~ care; television and transport show us all the wonders of this world. Lectures at every club, church, organization, political gathering, and print, provide general education at the layman level. Trade schools, community colleges, universities collect, teach and certify for the job-entering level. Remedial and re-entry services pick up those who missed a step in the usual chronology.

But who educates for this changed world's Knowledge Explosion? Who keeps the professional current? How will the explorers share their discoveries? Who communicates new knowledge as it is exploding?

Characteristics of the Knowledge Explosion

New knowledge (according to McLuhan) is the tool of the developing society. It is therefore, of serious concern to adult educators, for it is society's growing edge. And where do they find it? Not in discussion groups of un-informed amateur theoreticians, but added to some coagulation of old knowledge; that is, on the expanding circumference of one of its specialities. (For specialization - that division into mind-sized quantities of information - is the inevitable consequence of the increase of knowledge.)

The process of specialization is not mysterious. Each speciality has coalesced around its ancient craft, as, for example, the metal-worker built upon the secrets of the sword-smiths of Damacus. It sifts generalities out of day-to-day work, like that of the iron foundryman, and is acted upon by a creative individual, like a Bessemer. It steals from other disciplines, like glass-making or chemistry. Nowadays it manufactures its own new facts by a production method known as research. So the General Motors Technical Center's metalurgists, who have conquered man's ancient search for strength, experiment with stress of metals in order to uncover their weakness. (And the only audience much interested will be the Association of Metalurgical Engineers.)

We all recognize the specialialization within our specialities, but it is hard to isolate either the discipline or the student in others. Adult educators will find shifty footing in this world of specialities, which are made up of transparent, over-lapping, expanding and contracting amoebas, discernible only in the evanescent smoke of spoken words or printed in private jargon ~~or~~ in obscure ~~jargon~~ journals. For example, when a conference on the problem of school millage votes was suggested to Oakland University, the question was, first, who was it for? Principals? School board members? School public relations specialists? Second, what would the content be? School law? Community organization? Politics? Educational philosophy? After inviting seven members of the Oakland County Association of School Superintendents to lunch to advise [illegible] as to their educational needs, the adult educator discovered that he should design a Conference on Public Relations Methods, and it would be for School Superintendents. Seventy came.

The question of the future will be: How do we 'continue the education' of our most highly-trained people? This paper suggests that it is in the professional association that we will find specialists congregated and that their adult education might best be provided in relation to, co-sponsored with, or perhaps even by this association.

A Definition of A Professional Association

Too broad to be useful here is the definition by Blau and Scott in Formal Organizations[1], of "mutual benefit associations" including labor unions and religious sects, and defined as "a collective with members actively engaged in achieving some common objective."

John A. Kinneman's The Community in American Society (Appleton, Crofts, Century, NYC '47) considers vocational organizations as trade associations and labor unions. Modern Organizations by Amitai Etzioni (Prentice-Hall, Engelwood, N.J.'64), does not discuss professional assns. per se, illuminates the opposition between goals of production(of the business or institution) and the **

Also unprofitable were arguments about what is 'professionalism'. Therefore, I will report Dorothy Hope, Director of Placement, Oakland University, noting that personnel people have long expanded the term beyond the medicine-law-theology triumvierate, to reflect a certain level of responsibility, career committment, knowledge (not necessarily to the B.A.) in almost any subject.

However, since the Knowledge Explosion will inevitably spew forth more and more specialities, with subsequent professionalism, and then subsequent association, defined levels (as well as the status implied) will soon be defunct.

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[1] Peter M. Blau and W. Richard Scott, Formal Organizations. Chandler Publishers: California, 1962.

**professional's loyalty to his own craft (later described).

For the purposes of the adult educator may I try to define the professional association broadly as an organization of workers in any line, in which a body of practice is collected, and used for the responsible achievement of an internalized purpose and according to stated standards.

Social Effects of the Knowledge Explosion

The first such social result is that speciality has displaced geography as the bond between people. The physicist at M.S.U. is more interested in, has more to talk about, remembers the name better of the physicist at California Tech. than he does with the M.S.U. English professor in the next building.

Second, work (that is, doing, controlling, achieving as contrasted with sitting, being manipulated, rusting) is less often done by job classification (the tailor shop with only cross-legged tailors present), or by profession (as in a large law firm). It is no longer even located by field, as when there were only three or four kinds of engineers and two or three levels of teachers. Nowadays, according to personnel people, the hiring and the geographical 'territory' is the institution. The hospital, for instance, hires from many job classifications and many fields, not only health professionals but accountants, heating engineers, orthopedic appliance designers, heart-lung machine technicians, publicists, chemists, social-workers, machinists, typists, cooks, administrators, laundresses, etc..

So, in the institution, with whom does the professional mentally spar? Who cares about his life-work? He had such a circle in graduate school, but not now. Neither his spouse nor his co-workers, all laymen in his speciality, as he is in theirs, really understand.

Yet, isolated as he may be, (like the continuing-education-of-woman organizer at her university), this specialist is exactly the one in the developed nation who is growing, thinking, discovering, adding to the sum of knowledge. Being "in", he sees what needs improving and he has the tools with which to accomplish. He is the learner on the growing edges of the changed world at the same time that he is its creator.

Therefore, the professional association emerged because it serves human needs, and is educative (in the broadest sense) to 1) the individual, 2) the content of the discipline, 3) the institution, 4) the profession, 5) society, particularly, in the context of this paper, its learning.

The use of the professional association -- to the individual.

It serves each of Maslow's heirarchy of values:

1 - Survival: he exchanges the skill for his income.

2 - Security: that is, in a worker society, continuing demand for this trade. Individually, this may be where he hears of openings, meets prospective employers, and peers who will recommend him. Collectively, members protect each other like any other pack of mammals. They publicize, explain, white-wash their profession. They invigorate it by recruiting young people ("Join the Navy and see the world."); they may restrict the entrance of new practitioners (as in the building trades) to keep up demand, or they may ally with its trade association and keep up the prices of the product (like a guild).

They may become almost a labor union, putting pressure on bosses, legislators, consumers. "The purpose of the Federation of Teachers", says a male 7th grade math teacher, "is for dollars. We 'educate' the public as to our needs -- what their children will lose if we don't get our money."

They will seek to draw federal and foundation funds to their projects, and may support lobbyists in Washington (as do both the National Extension University Association and the Adult Education Association.)

3 - Social Values: It is often remarked that the best part of a conference happens in the halls. Why? Because he serves his individual purposes: accosts that 'significant other' he has been wanting to meet; asks

the question _he_ wants answered, of those from whom he can learn; but especially because here are his peers. He likes catching up on old Jones, as they wait by the elevator. He met him here (or by some other elevator) twenty years ago, has followed his job-upgrading from Buffalo to DesMoines to Dallas, wondered why he was by-passed, has visited the institution he works in now, knows some co-workers, although he himself has moved from Akron to Flint to Buffalo. He is, in the new territoriality of interest rather than geography, his 'neighbor', perhaps even a member of his tribe. This is his group. Annually at the convention he is re-convinced that tree-surgery or poultry-raising or oil-engineering is worth doing - - partly by the mere contagion of their pressence.

He must have a group. And so, when the American Historical Assn's. growth swamps these human contacts, drowning them in swarming New York hotels, he shrinks his peer-group into the Association of _French_ Historians, and so has a 'viable community' again.

The other face of sociability is social control. ~~and,~~ Collectively, the professional association will frown upon any violation of standards which it will set under its next human need:

4-_Pride (Self-respect and status)_

How does he know when he has achieved?

From his institution he will receive approval through salary, title and scope of responsibility and authority, but there is something especially good about the approval of peers, although the rewards may be less tangible. When these 'significant - others' invite him to present a paper, elect him chairman, recommend him as consultant, he has become a specialist's specialist. This professional evaluation will in turn enhance his position in his institution.

This is where he learns the _standards_ of his trade - that his great original idea is already in use at seventeen other community colleges. He learns its competitions - what achievements merit an Award. He absorbs its values; its honor becomes his ethics. It provides his self-worth when others scoff. If the 'high cost of death' is headlined in LIFE, who will believe that a social service of kindness, honesty and dignity is being performed? Other morticians.

Collectively, "these professionals will act as watchmen of public policy," notes Professor Russell Kleis of Michigan State University, "educating the decision-makers, influencing legislators, even directing the policy of Foundations as to their spending." And although this may reflect their need for job security, as highway engineers plug a gas tax for good roads, it may also reflect their belief in their vocation's worth, as doctors of medicine asks for research funds, educators for millage, warriors for defenses, Asian specialists for Asian studies. And this self-respect is shared shedding its light on its most humble member.

Finally,[5] his *self-actualization*, that is, his own sense of usefulness, creativity, control, growth, will be achieved in his vocation, and will be stimulated by his professional association. Here he *learns* - what Christian Bernard is transplanting now; how the University of California Extension gets so many to its non-credit liberal arts courses. And here he shares his discoveries. "I definitely get my best ideas", says a sixth grade woman teacher," from our teacher-training workshop sponsored by our South Redford Educational Association", I definitely learn more from this than from my credit graduate courses. "Shop-talk is where the 'news' is.

The point of this argumentation is to prove to the adult educator that, for all these reasons, *this is where his students are*.

I will not review the importance of the professional association to its discipline, to the institution, to the profession itself, nor to society, nor whether it is good or bad.

The practical question is, how should the adult educator use the association, or --

The Professional Association in Community Continuing Education.

The professional association is already equipped to perform the first two functions of an adult educator. Collectively, it hears the questions of its members, the students-to-be. Second, it knows where the answers are (in the form of successful practioners, researchers, professors, films, clients). Sharing news of the growing edge of its amoeba was always its raison d'être. Some form of "Recent Developments in Nitrogenous Fertilizers", or "Recent Development~~s~~ in Ming Scholarship" ~~appears~~ is heard daily in some hotel, motel, classroom or auditorium.

But how does it relate to the university (the collector of content) or the adult educator (the specialist in educational methodology)? I do not think it matters whether educator or association catalyzes the educational program, or whether apprenticeship, training session, convention, conference, non-credit course, credit course, professional school. The important thing is that there be a relationship. Might we formalize it as: adult education developed in contact with the professional association, for its membership (as audience), to provide for the continuing education of members in that speciality, and to supervise lay education also in that speciality. The content will be 'news', and the pedagological method likely to be that of any newscaster, show-and-tell.

A model might be the conference of the Society of Automotive Engineers--Enormous, because it is located at the world's center of this speciality, rich because its product is in demand, competitive, exciting and creative, it offers 4,000 registrants 32 pages of papers, scores of exhibitors. And to provide this, it hires its own adult educator. She was first an engineer, married an automotive engineer, did technical writing, edited their journal, studied education independently, and now uses these three (content, word-skills and pedagogy) in designing,plus a fourth, organizational skills,in coordinating their conference. She needs only conference design-theory and more imaginative pedagogy to make her job a model of the specialists' adult educator of the future.

This is an exciting age. How challenging to the adult educator who can design those learning-experiences due to the most dynamic learners in the history of the world.

Police and Conservation Law Enforcement - Continuing and Community Education

by R.E. Christensen

The purpose of this paper is to outline areas of involvement of law enforcement officers with education and to suggest areas officers may be utilized in community education efforts.

> "Service is the term usually employed to describe governmental performance.... Civil servants are educators in their respective domains.... and perhaps the most underrated potential of all is that of the apparatus of law enforcement (police, courts, etc.). In many ways the police officer should be the most carefully selected and highly trained educator in the community."[1]

> "The city policeman.... may be called on to disarm a gunman, rescue a child from a fire, calm a violent domestic quarrel, aid a heart attack victim, help a slum dweller report a building code violation, take a lost child home, and, perhaps, be called a 'pig' or worse by an angry crowd.
>
> On any given day, he's as likely to be 'driven up the wall by boredom', as one New York patrolman puts it, as do any of the above. But they illustrate the range of demands placed on a city policeman - demands for raw courage, ability

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[1] McClusky, Howard. "The Educative Community." The Community School and Its Administration. Midland, Mich.: Mott Program of the Flint Board of Educ. Vol.5. No.9. May 1967.

[2] Treesh, Frederick H., United Press International, article in May 6, 1970 issue of Lansing State Journal.

to make instant decisions involving life and death and for skill in handling the most sensitive human relations problems.'[2]

In these turbulent days of rising crime rates and widespread dissent, the peace officer is quite naturally associated more strongly with a strict law enforcement role rather than with the civil servant role - he enforces the laws and keeps the peace. While enforcement is, by definition, a major part of the officer's work, it is unfortunate both for the public and for law enforcement that this strong identification exists. There is a definite need for programs designed to promote understanding of police functions and services to the public. At the same time there is a general need for law enforcement agencies to engage in more human relations training programs for their personnel. Understanding is a two-way street.

Several cities have been attempting to create and sustain a sort of 'ombudsman' position - a person who attempts to handle some complaints from the public regarding police and police service. It is evident that many areas need an ongoing police - community relations program and this type of position could be a part of it.

To be truly effective and fulfill his total service role, the officer must become part of McClusky's "educative community". His success (and through him, his department's success) is dependent upon how effective his dialogue is with his community. He must know and be known favorably to as many people as possible within the community. Frequently his greatest weakness, but potentially his greatest asset, is how well the 'fit' is between officer and community.

The Detroit P. D. is experimenting with a 'beat team' concept. A small team of police is assigned regularly to the same patrol sector. They hope to become more effective in combatting crime by reestablishing the contacts with the community which were lost when the traditional foot patrolman was put in a car. The men will be encouraged to get to know people and to help them improve their neighborhood. That can take the form of becoming involved in community clubs, helping residents get help from social agencies, and 'getting the area cleaned up a little bit'. The place to improve the 'fit' is not adult education specifically, but more broadly, community education.

An officer may come into contact with continuing education in several ways but his contacts within his community obviously are broader than that. The bulk of our increase in crime over the last decade has come from the 15-25 year-old age bracket. These people present a very difficult communications problem. Police must work within a community to promote access not only to adults and adult groups but also to develop programs capable of meaningful communication with these younger citizens.

Police Officer - Recruit Training

Michigan does not have a mandatory training requirement for law enforcement personnel. As an inducement to agency participation in training, Michigan Act No. 203, PA of 1965, was passed. This act provided for creation of the Michigan

Law Enforcement Officers Training Council, establishment of a training fund and provisions for fund allocations to local agencies of government participating in a police training program.

The Council serves as a training program overseer. The local area appoints a coordinator and formulates an instruction plan. The Council approves the plan if it conforms to a minimum 120 hour classroom and range instruction curriculum.

The area then selects facilities for the program which may range from a room in a local police building to use of high school facilities after normal school hours, to use of community college facilities. Facilities are approved by the Council.

The area then selects and contacts instructors (usually serving without pay)from a list compiled by the Council. Instructors need have no formal college degree to be qualified to teach - Martin Gardner, Executive Secretary of the Council, has stated that he personally believes that a solid practical background in a subject area is often more important than a college degree with no experience.

Once participants have completed the program, the local area applies for certification from the Council. If the trainees all meet the minimum requirements of being 21, H.S. or G.E.D. equivalent, no felony record, and health standards, then the students are certified. The Council reimburses 1/2 the salary of the trainees while in training and 1/2 of their living expenses. In 1969 the Council could not meet the demand placed upon its $250,000 budget by 1,700 basic recruit trainees and had to prorate its reimbursements to 33.4% of salary and expenses. If this trend continues without additional funding by the legislature, it is probable that agency dropout from the program will occur.

The minimum basic training program includes courses in constitutional and criminal law, investigations and techniques of collecting and preserving evidence, firearms, first aid, police communications, riot control, traffic, human relations, the juvenile offender, etc.

Many areas use the facilities of junior and community colleges to develop their programs. I believe that the community college has a great potential not only for improving police training but also for bringing the officer closer to his community. The practice (especially in smaller communities) of having the recruit discuss his duties with his Captain for a week in the basement of the police station and then turning him loose on the public to gain the rest of his experience can be very expensive to law enforcement as a whole. Bringing the training of an officer into the open arena of a community college may help to reduce the image of an officer as a man with a gun, a badge, and little else. Quality and stability of the instructor pool could be improved and perhaps more importantly, uses could be made of advances in educational technology and media.

Gardner comments that it would seem that community colleges have almost an obligation to help train officers since they are supposed to serve all the community (both college and officer have a community service function).

In addition to recruit training, the Council sponsors a number of special (usually one-day sessions) in-service type programs, providing the training, instructors, and meals. These include riot and civil disturbance sessions, (with a Federal grant), narcotics training, and use of a breathalzer (testing for alcohol). They also provide a correspondence course for supervisors. With the possible exception of some parts of riot training it seems possible that these courses could also utilize community college facilities.

A bill to require policeman to have at least 240 hours of training, in addition to the physical and moral standards, passed the Michigan Senate on May 28, 1970. The State Law Enforcement Training Council would administer the program as before and would also set up minimum qualifications for instructors at the training schools. Presumably, some extra funding provisions will also be made.

Continuing Education

Officers may attempt to stay abreast of changes within their field by utilizing continuing education facilities.

Lawrence J. Baril, a former police officer, is the coordinator of a Law Enforcement Training Program at Michigan State University. The program, which has been in operation for 18 years, offers short courses in extension, workshops, and conferences on topics such as traffic safety, community relations, school safety education, police juvenile officers, etc. Participants are encouraged to pre-register from announcements of course offerings sent on a mailing list to all state Police Chiefs, Sheriffs, and City Managers.

Room capacity and the type of group work involved made it necessary to close course enrollments in two courses in '68 - '69. It would seem imperative that some efforts at program expansion will become necessary to meet the demand for these courses.

MSU appears to be well situated to conduct this program because of its central location within the state and because of the availability of resource people to aid in instruction. Lawrence Baril seeks out effective teachers within the active professional world - fifty percent of the staff for the program comes from outside the MSU School of Police Administration and other MSU personnel. A large number of these people come from the Department of State Police which is headquartered adjacent to MSU. Few other areas (excepting large cities) would have this resource available to them.

Conservation Officer

Conservation officers provide a striking contrast to police officers - they occupy a somewhat different niche both in enforcement responsibilities and status within a community. With less than 200 officers for the entire state, these men are responsible for game and fish law enforcement, forest fire control, contacts with schools, sportsmen's clubs, and news media, hunter and boating safety, animal and bird nuisance control, checking pollution, dredging and filling, littering, snomobiles, etc. The list grows every year, every problem is aggravated by population increases, and manpower is less than in 1947. Clearly, the enforcement effort must be spread rather thinly over vast areas.

It is not suprising, therefore, to see that the service function (versus law enforcement per se) is becoming an ever larger part of the conservation officer's work. The lack of social stigma attached to convictions for some conservation violations and a lack of visible weapons (usually) further negate an identification of the officer with a strict law enforcement role by the public.

As a result of identification then, the conservation officer generally experiences a different level of acceptance and accessability by most community groups than does the police officer. His public relations program probably improves with length of time in a community.

More and more emphasis will undoubtedly be placed upon public relations and community education to secure compliance in those areas requiring enforcement action. Traditionally the officer has had contacts with schools and sportsmen's clubs, but work with them occurred generally when the officer 'could find the time'. Because of his workload and areas of responsibility the officer must now strive for community help - his load can only be eased when the public helps police itself. This help can only be secured by actively seeking it - the officer must count public appearances as an important part of his program. He should be frequently accessible to clubs, schools, and the communications media.

Public Speaking

There is a large potential area of involvement for police and conservation officers in community education as resource personnel (public speakers, advisors, coordinators, etc.). Some of their normal duties involve work in this area - conservation officers often conduct regular programs in hunter safety and boating safety. Police officers conduct school safety and cadet programs and may be responsible for some parts of safe driving programs.

There are many areas officers may be qualified to comment on including juvenile delinquency, policy for human relations, traffic safety, conservation of human and natural resources, etc. Both groups of officers should welcome a chance to discuss these and related topics. Again, having an informed citizenry is essential to easing their total workload. They need the help of community education to focus attention and energy on problems, and they need community understanding to be effective.

Summary

Police and conservation officers touch upon various aspects of continuing and community education in their training and retraining needs. While these connections are important, they are important only as they give strength and base to the ultimate function of an officer - his community service capability.

Most of the discomforts of our communities bump square up against law enforcement. Officers can be trained to put down disturbances or through the service function a community dialogue can be provided for the resolution of conflict rather than confrontation.

Background material for parts of this paper was provided through interviews with: Lawrence J. Baril, Michigan State University; George Dahl, Assistant Chief, Michigan Conservation Law Enforcement Division; and Martin Gardner, Executive Secretary of the Michigan Law Enforcement Training Council.

The Role of the Small College in the Continuing Education Process

by

James F. Pelowski

The purpose of this paper is to bring to the fore some of the issues with which small colleges are or should be confronted when considering their roles in continuing education for adults. Small colleges are here defined as four-year institutions generally found in small towns or rural areas; examples might be Albion, Kenyon, Eisenhower, Amherst, Carlton. Perhaps the over-riding criterion for the establishment of a program of continuing education at a small college is that the philosophy and the raison d'etre of the college be reflected in the continuing education program. This is not to say that the college should merely transfer the day program or day courses to the evening; this is to say that the thinking, planning, and implementing of the program should be consistent with the philosophy of the college as viewed by the governing body, the faculty, and perhaps, the full-time day students.

At first glance, attempting to develop a program of continuing education consistent with the perceptions of these three diverse populations on a campus would seem to be impossible. Certainly, there would exist many challenges to those people planning a meaningful program. However, each of these populations will be affected by the adult student coming to the campus and each group should have an opportunity to play a part in the planning of a program. This first issue is solely one for the college to analyze as a basis for understanding itself for the subsequent understanding of the prospective adult student population. The small college can play a viable role in the education of adults only if it attempts to understand itself.

Whether the college is private, sectarian, public, non-sectarian, or any combination of them, it needs to believe that the education of adults is a vital, rounding out of its total educational program. It cannot take on this responsibility as the great altruist, nor as an instant revenue provider, now as a public relations device for the sake of town-and-gown relations (although any and all of these happily might be the results).

When the college can ascertain what its philosophy is toward this venture, then it can take into account the needs of the potential student population. Will there be sufficient numbers of adults desiring degree programs to institute them? Or is there a need for non-degree, no-credit classes? The degree programs insure a stable student population and resulting financial stability for the program. Establishing degree programs solely on the basis that financial stability is the ultimate end many times thwarts the creative approach which is needed in the continuing education process. Too often degree requirements remain the same for the adults as they do for the full-time day students when little recognition is given to the breadth and depth of adult experiences.

Should there be only non-degree or credit-free classes on relevant but transient issues affecting the community, state, or nation? Should there be special certificate programs or should non-degree programs supplement degree programs? The most innovative approaches to education can be tested in the non-degree courses. Few faculty members ever teach undergraduates in the exact same way after teaching adults in a situation where learning is the true end and the extraneous grades and testing are forgotten. Once having had a positive experience in the short-term course, the adult student will repeat the experience in related or completely different areas. The credit-free course is an important part of the continuing education process particularly for the professional person, the executive, the housewife, who are looking for enrichment, for entertainment, and for learning for its own sake. The non-degree course can provide an individual with the much-needed self-renewal.

The community is generally made up of diversified special interests which should be taken into consideration when ascertaining the role of the small college in continuing education. The ministers, the secretaries, the teachers, the doctors, the housewives, etc., should be researched as special groups having common concerns. At the University of Cincinnati a special short term course was established for doctors and clergy to discuss the theology of medicine---a course which was slated to last for ten sessions which expanded into almost a year's time. The ministers and doctors were looking for the answers to some common concerns that only would have come to the fore in a situation such as this. Again, the University of Cincinnati established a program for secretaries to sharpen their human relations skills. Any college (even though Cincinnati does not fall into my defined category) if it has tapped the resources on the campus and in the community, can provide for the many diversified needs in the community. In this area particularly, the college can provide leadership for academic change and experimentation.

Perhaps one of the most important roles of the small college is locating those people who could best profit from a degree program and who in return could offer the community much more. The college should establish recruiting and counselling procedures for adults similar to that used in the day school admissions office. Many individuals who might not have considered themselves academically qualified or prepared for a college degree (those without high school diplomas or those who think they are too old or those who think they are not capable) should be found and encouraged to attend with provisions for scholarships and grants when needed. Too many times these people are passed by or think the possibility too remote to take advantage of the offerings of a college close to home.

The most vivid example presented to this writer was the intensive testing and counselling program conducted by Oakland University for hundreds of women who needed their self-confidence renewed and some assistance in directing their energies which previously had been expended in enabling their husbands and children to reach their goals at the expense of their own. This is just one example of reaching untapped audiences which need the interest and expertise of a local college.

There are other areas such as bringing in special performing groups to the college, inviting governmental groups to conduct seminars and hearings on campus, offering lectures to the public, establishing amateur performing groups, providing facilities for conferences----all of which fall under the creative approach to adult education and the totality of an educational curriculum.

The last role which will be dealt with is important for any institution of higher education: the encouragement of undergraduate students to continue their education after receiving the terminal degree. All institutions should build concepts and plans for continuing education in the undergraduate curriculum. A. A. Liveright made this point in a speech delivered in Cleveland in 1960. It is unfortunate that we have yet to see this; education does not stop with the B.A. or M.A. or Ph.D. The B.A., the M.A., and the Ph.D. will not come back to the college or university unless something has been instilled in him while a full-time student and unless something is attracting him to the college campus.

The small college has an important role to play within the parameters of its community and its expertise. As long as it does not attempt to please every specialized group when the resources do not exist, as long as it does not provide a program inconsistent with its philosophy, as long as it is cooperative with and complimentary to other institutions and groups providing adult education, then it has the potential to become a dynamic educational force within its community.

THE ROLE OF UNIVERSITY EXTENSION
IN
CONTINUING EDUCATION IN LEARNING CITY

by

David L. Boggs

The objective of this chapter in our examination of "Continuing Education in Learning City" is to assess the unique contribution to be made by university extension, based on its philosophy and valuable resources. No attempt is made to describe the many varied forms and profiles of a movement that continues to evolve and to assume rapidly proliferating activities. Rather we seek to specify some desirable directions in which university extension might move to further continuing education in our community.

Historically, the university has been chiefly a "closed" community, a "citadel of learning", at war with the larger community around it, subjected to pressures from both church and state. From its beginnings, the extension movement constituted a challenge to this "closed community" concept. In a free society, it said in effect, the pursuit of truth and dissenination of knowledge should be conducted in an ever widening circle of involvement; in which the university as an open community of scholars is at the center.

An extension crusader, Richard Moulton, saw extension as:

> ...the third of three revolutions in society which together constitute the transition from medieval to modern: first the Reformation, then second, the political revolutions enlarged popular vision and participation; third, by the extension movement, instead of a favored few the

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> whole body of the people came to claim their share of culture and the higher education.[1]

Concern for the aims and welfare of their supporters and a devotion to the needs of American democracy has been the key stone of university extension. Our local community is ultimately the recipient of benefits stemming from this sort of reasoning:

> If the prevailing belief is that the will of the majority is the most reliable basis for a popular government, and that the only enduring foundation for intelligent judgements by the majority is the making of information accessible to all people, then the responsibilities of a university not only include leadership training but also the provision of educational opportunities for many additional individuals and groups.[2]

There is no question that citizens of Learning City and every other community expect their state university, and increasingly their local private institutions of higher education, to assist them with the problems they have, about which they are trying to do something themselves and with which they want help. The expectations of the citizenry have come crashing in on the previously secluded administration and faculty. Long ago the vision for meeting this situation was in existence.

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[1] Richard Moulton, "The Humanities in University Extension," National University Extension Association: Proceedings (Madison, Wisconsin, 1951) p. 255.

[2] John R. Morton, University Extension in the United States (University of Alabama Press, 1953) p. 3.

> The university of the future will be composed of men who have a genius for discovering truth, men adapted to imparting it to others, and also men successful in showing how it may be applied to the problems of life. It is rare to find these three forms of ability equally developed in the same individual. The next best thing we can do, however, is to bring them together on the same faculty, where they mutually strengthen each other and give the institution with which they are associated unprecedented power and usefulness in the supporting community.[3]

Despite the clamor of communities for various types of services from educational institutions, universities still face certain issues in organizing themselves to fulfill a service function. Much of the outcome for Learning City will depend on the manner in which the following issues are resolved: (1) whether the fulfillment of the service function is to be considered an integral or a peripheral function of the university; (2) whether the work is to be handled as a separate operation (centralized) or undertaken by the individual schools and colleges within the university (decentralized); (3) whether the emphasis is to be on formal credit-bearing activities, or on informal, non-credit work; (4) whether the work is to be handled by regular faculty members or non-faculty members -- and on what basis; finally, (5) whether the service function is supposed to support itself or be considered eligible for subsidy along with other university departments.

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[3] E.A. Slossom, Great American Universities, 1910, p. 217. (quoted in John R. Morton's University Extension, p. 11).

In the course of the resolution of these issues, but in no sense proceeding on a course of inevitable determinism, a university extension division can go through four possible stages of growth.

> 1) Departmental Domination: in this stage the control of faculty, programs, and resources is located in the regular departments and the adult division may have only part-time leadership.
>
> 2) Autonomous Development: a separate unit exists and major emphasis is placed on differentiating this unit from regular campus offerings.
>
> 3) Integration: the extension division is not threatened by close ties with the university and becomes an integral part of it. Campus resources are utilized to do a more effective job.
>
> 4) Assimilation: continuing education is recognized as legitimate university concern and is accepted as a peer in the university family. Now the continuing education division has a well developed notion of its service area and is free to move within the university system to meet the needs of its many publics.[4]

The fact that individual extension units may be anywhere on this oontinuum of development is indicative of a need for further understanding of the role to be played in the community by university extension. In the words of one thoughtful scholar.

> There exists no carefully conceived and generally accepted statement describing the university's role in the continuing education of adults. Lacking such a statement or agreement on objectives, institutions vary widely on objectives as they reflect the background and attitudes of administrative officers, the power of the continuing education director, his own image of what goals should be; the

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[4] James T. Carey, Forms and Forces in University Adult Education (Chicago: Center for the Study of Liberal Education for Adults, 1961) p. 11.

> immediate demands of local audiences; and the influence of powerful campus departments. [5]

The citizens of Learning City might reasonably expect the activities of their state university normally administered through an extension division to be grouped into three categories.

> 1) Extension education: The provision---off campus, in evening hours, through correspondence, etc.---of those credit bearing educational opportunities (or their equivalents) made available within the "university proper."
>
> 2) Educational services: The adaption of the resources of the university to the felt needs and interests of adults without regard to age, sex, religion, or previous condition of academic servitude; said service to be rendered individuals, special groups, organizations and agencies, upon request.
>
> 3) Continuing education: The selection, provision and promotion of intellectually demanding educational activities prepared especially for adults who have done with formal schooling; designed to enhance the quality of individuals as individuals and increase their effectiveness in their vocations or professions and as citizens of a free society. [6]

Justification for the first type of activity rests simply with the economic fact that many people are unable to become regular full time students. Their advance in a degree program may best be enhanced through an evening college. In essence the evening college says: "Come to us and we will provide the learning experiences that you need and want at a time and in a manner in which you want them." 7 This is a case of the university making available ---with as little change as possible---what it provides in its on-campus degree programs.

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[5] A.A. Liveright, "Adult Education in Colleges and Universities," Handbook of Adult Education (Chicago: Adult Education Association, 1960) p. 205.

[6] Glen Burch, Challenge to the University (Chicago: Center for the Study of Liberal Education for Adults, 1961) p. 63.

In offering educational services, the second category of extension activities, the university attempts to respond to the expressed needs that comes to its attention. This results in increased activity in what has come to be called the "short course and conference" programming idea.

It may well be that our university extension division will feel that it can most effectively, efficiently and economically fulfill its educational function through service to already organized groups within Learning City, be they from industry, business, associations of various kinds, or governmental units. The notion of "service" is usually the dominant, operative principle behind the beginning of most short course and conference programs, as well as training and vocational---improvement offerings.

Educational service can be an effective means for the university to influence the community at-large, by improving the quality and content of programming done by a great variety of organizations and associations.

But it is also here that some clear-headed thinking

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7. James T. Carey, Forms and Forces in University Adult Education, op cit., p. 31.

needs to take place on the part of the extension professional staff. "Who is influencing whom---and to what end?" is the central question in all service-oriented operations of the university. Most of these services are related to some form of training and this raises a concern over too much "vocationalism."

Some small clarification of the difference between training and education may be in order here.

> Education is an intellectual and spiritual process. It has to do with opening the windows of the human mind and human soul. It involves the effort to understand, to comprehend, to be sensitive to ideas, aspirations and interests to which the individual might otherwise be indifferent. Training connotes improved ability to do something, without deepened understanding, widened sympathy, or heightened aspirations....Training concerns itself with tools and devices while education concerns itself with something that has intellectual or spiritual content and motive. Training is a means; education is an end.[8]

It would seem that the two are incompatible, but may be easily confused. In a world in which more and more people are looking for meaning as well as training, the "service" concept of the university takes on a new dimension.

As is true of any growing community, Learning City will undoubtedly be facing the growing pains and problems of an expanding population. The city may well look to the

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8. Abraham Flexner, "The Gates of Excellence," Journal of Adult Education, v. IV, January, 1932. (Quoted in Glen Burch's Challenge to the University, op cit., P. 23

university for some technical assistance in the field of community development. The extension division is best suited to bring the necessary resources of the appropriate campus departments to bear on the problems of a particular community.

Of the three categories of activities provided by university extension, the third, continuing education is the most peripheral and wanting of support. It also requires the most committment by the professional staff for its survival, to say nothing of growth.

A community outlook usually results in programs tailored to the specific needs and problems of an adult clientele. Community awareness, however, can be disadvantageous: it can reflect only the business and industrial interests of the community, to the detriment of any others, particularly the liberal arts that may be the main stape of continuing education.

> Quite often state legislatures are dominated by powerful interest groups. These groups see to it that the extension division is provided with funds for courses that serve their particular interests. There seem to be no pressure groups in any state legislature whose primary aim is to supply funds for liberal education.[9]

A strong philosophy of service to the community's

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9. James T. Carey, op cit., p. 82.

felt needs often results in a dearth of liberal education offerings in extension. Our blueprint for university extension should place strong emphasis on committment for providing a liberal arts core.

> Future growth of liberal adult education depends to some extent on the development of a conviction among those responsible for educational policy that it is important enough to subsidize. It is a truly astonishing feature of present educational policy that public funds may be used to subsidize vocational training enabling individuals to benefit personally by increasing their incomes, but not for education devoted to raising either the cultural level of the society or the available and dangerously low supply of thoughtful citizens trained to make independent judgements on important public matters.[10]

Perhaps what is most significant for adult education is the organization of liberal educational offerings in terms of the important themes of adulthood, rather than of adolescence. The liberal content should be modified to take into account the adult's experience, thought patterns and motivations. The implication is that there should be special staff assigned to liberal programming. It must also be accepted that some risk capital be allocated for experimentation with programs that need not be self-supporting.

In the face of rising demands being made on in-

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10. Harry L. Miller, "Liberal Adult Education," Handbook of Adult Education (Chicago: Adult Education Association of the U.S.A., 1960) ;. 510.

stitutions of higher education, universities are beginning to ask themselves what functions are uniquely appropriate for them to perform. The professional adult educator in university extension must submit his unit to the same close scrutiny. Are the activities "university level?" Are they adapted to the needs and interest of adults? Are they in the best interests of the total community? Do they provide opportunities that could not be provided better by other educational agencies?

University extension is not the only educational agency in Learning City, nor is it going to be the best equipped to fulfill the needs in every instance. The effective provision of adequate educational opportunities for adults must increasingly, in the future, take on the character of a cooperative venture. Joint planning, among publicly supported educational institutions at least, is becoming a necessity.

A Model For the Role of Religious Organizations in Community Continuing Education

by
William C. Mielke

Almost by mutual consent the educational and religious organizations in our country have gone their own separate ways. By their very nature religious organizations represent a truth, a moral perspective, and understanding of the nature of reality. Educators have been loath to identify themselves with any particular philosophical or religious perspective. Yale President Kingman Brewster, Jr., as an aftermath of the controversy in New Haven this spring, made this passionate plea for "academic freedom:"[1]

> ... I do feel very strongly that institutional neutrality on political matters is very important. If Yale had a "party line" then faculty and students might be inhibited in their own freedom of expression. Institutional neutrality is also essential if we are to continue to deserve the confidence of the public. Our privileges and immunities would eventually be withdrawn if it were felt that they were being used to push a particular dogma rather than for unfettered education and scholarship.

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[1] A letter to all Yale University Alumni, dated May 18, 1970, responding to President Brewster's expressed personal opinion about the trial of Black Panther leader Bobby Steele.

Unfortunately this position, while popular in educational circles, glosses over certain presuppositions. Nels F.S. Ferré, professor of philosophy at the College of Wooster, Wooster, Ohio, recently delivered a baccalaureate sermon on this presupposition:[2]

> Educating men into a new age requires a revolutionary faith. Whatever they say, all men (religious or nonreligious) live by faith - the main presupposition of life. To get a new world we must get a new faith.

The Divinity School of Yale University is an integral part of the university. Yet the university avoids admitting that in some measure the activities of the university are pervaded by the thinking of the Protestant Christian theological faculty.

An educator may wish to hypothesize an educational system which is bias- or value-free. But Dr. Ferré's point is that such a position does not exist. Either the denial of "first principles" is in itself a "first principle" or the existant "first principles" are completely unexamined. In either case, Dr. Ferré is calling for a "new faith" upon which to base education in the "new age."

The administrative decisions in education transparently are based on some philosophical/theological foundation: allocation of resources, selection of personnel, range and emphasis of content to be investigated, standards and criteria for student selection and evaluation. The educator's response to these administrative matters depends on an anthropology or ultimate understanding of man and the universe. Hopefully it is to this great issue - the nature of man and the nature of the universe - that religious organizations address them-selves.

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[2] "Education Into a New Age." The Christian Ministry, May, 1970, p. 33.

The purpose of this paper is to suggest a model for the participation of religious organizations in the continuing education enterprise of the community. Here, religious organizations are defined as the publically recognized non-profit organizations of people professing a religious belief, usually but not limited to some form of the Judeo-Christian tradition and having as their primary objective the proclamation of that belief. A set of four issues can be discussed concerning this aspect of continuing education:

1. Ought the religious organizations to participate in the continuing education enterprise?

2. What would be the nature of the role of religious organizations in community continuing education?

3. Would the religious organizations be able to marshal their resources for meaningful participation?

4. Do the present religious and theological perspectives compel the religious organizations to establish themselves in community education?

This paper is concerned with only the first two questions. The perspective of these questions is from the community looking toward its religious organizations. Questions three and four are questions to be asked within the religious domain.

A brief sketch will set apart from this discussion the issues which need to be thrashed out within the religious organizations. (3) Would a congregation be willing to supply the requisite resources? What effect would involvement in community continuing education have on the membership? Could any significant cooperation be expected across denominational lines--or even between competing congregations within a denomination? (4) In the theological realm the questions are even more substantial: What is the role of the church in terms of "mission" in the community relative to education? How would such an educational emphasis square with the church's concepts of evangelism?

I feel that these problems and questions can be discussed and resolved within the confines of the religious organizations resulting in religious organizations accepting the educational challenge from the community. But a discussion concerning a model for religious involvement in community education is just as provocative.

One can posit the general rule that organizations change only as the changes at least appear to be beneficial from the point of view of that organization. Involvement in the life of community education would involve changes in religious organizational strategy. But this change is not likely to occur unless the religious institutions are biased toward such a change. In other words, the composit of political influences that make up community education must not only allow for or find a place for the religious organizations in the community educational environment, but must desire and exert political pressure to coerce religion into the arena of community education.

Given today's political and educational realities, this is a tall order. But it seems to me that a sufficiently persuasive argument can be made that unless religious organizations, and not just some religious people, are involved in the community educational process, the educational process risks bankruptcy.

If community continuing education is best conceived of as the cooperative efforts of all the organizations in the community to provide opportunities for adults to continue to learn and grow, then the religious organizations have an important role to fulfill. The present-day discussion of this issue begins with the recent decisions of the United States Supreme Court.

In a landmark decision on religious education in the public schools (Abington Township vs. Schempp, Murry, et al., June 17, 1963) Mr. Justice Clark wrote:

> . . . it might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistent with the First Amendment.

Mr. Justice Brennan in his concuring opinion added:

> The holding of the Court today plainly does not foreclose teaching about the Holy Scriptures or about the differences between religious sects in classes in literature or history. Indeed, whether or not the Bible is involved, it would be impossible to teach meaningfully many subjects in the social sciences or the humanities without some mention of religion. To what extent, at what points in the

> curriculum religious materials should be cited, are matters which the courts ought to entrust very largely to the experienced officials who superintend our Nation's public schools. They are experts in such matters and we are not.

Every society has to deal in some way with its moral, religious, and ethical underpinnings. Because the United States may be a pluralistic society in such matters, especially as defined by the First Admendment of the Constitution, public educational institutions find themselves in an awkward position when attempting to handle the matters of instruction in moral and ethical subject matter.

Perhaps much of the controversy over "prayer in the public schools" can be traced to the unexamined but nonetheless valid folk assumption that unless schooling is anchored in some system of moral and religious thought, it may eventually wash itself away into chaos.

The present position of religious organizations is an indirect abdication of responsibility for sustaining the "moral fiber" in our society. Under the assumption that all adult U.S. citizens are regular participants in religious organizations, our society takes for granted that all adults have access to growth and learning opportunities in such matters as ethics, morals, and religion. This assumption is no longer valid; indeed, it may never have been valid in the history of our nation.

The Supreme Court suggests that religious instruction should be divided into two components. First, the public instituions should provide instruction in the in the religious-cultural heritage of our nation. Second, the development of faith and belief is a matter for private institutions, although essential to the foundations of the nation.

Out of this division of instruction could come two roles for religious institutions in the community.

1. Religious institutions should support legislation which recognizes the study of religion as an academic discipline within the framework of education for the public. (The State of Michigan does not recognize the study of religion as a valid major field of study for public school teacher certification.) Within a community, religious organizations should supply the requisite resources so that instructors in the existing educational systems might be able to acquire the skills to adequately deal with the religious dimensions in their fields of instruction.
2. Religious institutions should sponsor educational activities aimed not just at the needs of constituent memberships but rather at the needs of the community at large. Because of their private sponsorship, religious institutions are ideally equipped to serve the continuing education needs of the community in the area of ethics and morals. Our society now rocks from crisis to crisis. Yet, the primary mode of public involvement is directed toward persuasion rather than learning.

In publically supported compulsary education course material dealing with the various religious beliefs is quite different from examining what beliefs are operative in the society, what are (not "might be") the competing alternatives, and on what basis educational policy is to be made.

The religious organization can take advantage of three sets of assets: 1. The organized church has long dealt with moral and value questions. It is familiar with the useful catagories for discussion and the risks or pitfalls. The observation that religious organizations seem to have botched this job in recent times may be a result both of the incompetency of the religious leaders and of the complexity of the issues involved. 2. Many educators in the local community are members of religious organizations. All other things being equal, these educators should be accessable for gaining greater understanding of religious issues and catagories. 3. Because of their private nature, religious organizations are able to sponsor controversial religious activities. The members and officers of a religious organization are not responsible to the body politic; they do not have to stand election, etc. Further the existence of a religious organization is not dependent on economics; the organization does not have to sell a product in the publuc market place. Thus the religious organization is free to ask questions and evolve discussions about educational values and practices beyond the ability of more public agencies. If the issue is felt sufficiently strongly, the religious organization may sponsor educational events competing with other organizations in the community.

The efforts that are made by religious organizations in matters of public concern are 1. not integrated into the ongoing continuing education "program" of the community;

2. set up and publicized so as to serve the needs of the constituent memberships only; 3. often of mediocre quality; and 4. often heavily biased toward the position of the sponsoring organization vis-a-vis other competing religious organizations.

Continuing education today tends to be defined in terms of skill training, basic education, and avocational pursuits. In view of the needs existent in our society, this definition may be quite limited. Possibly, however, basic education for adults may be thought of has having an ethical and moral component! "In depth" commerical television news coverage is a poor substitute for personal involvement of attendance at town hall meetings. The opporutnities in our society where the adult may learn about current moral and social issues are quite limited. For example: A current issue before many state legislatures is abortion laws reform. This highly emotional issue cannot be discussed intelligently apart from the greater issues concerning the nature of our society. As a people we are more or less ignorant about the issues involved in the explosion of the world's population --especially as that explosion effects us. But more significantly, the theological and philosophical bases for a good society are never brought to the surface. Educational opportunities in the community in the area of morals, ethics, philosophy, and theology are needed now more than ever before. The well of pragmatic solutions eventually does run dry!

A MODEL OF THE LANSING CONTINUING EDUCATION FOR INDIGENOUS MEMBERS OF THE WESTSIDE COMMUNITY

J.C. Williams and J.N. Nevels

INTRODUCTION

As Conant, Mayer, Reissman, and others have noted, the American school is designed by the middle class for the middle class. Its curriculum, its teaching methods, its schedules, its auxiliary services, and its systems of rewards and punishments reflect these middle class origins and generally are not relevant to the needs of lower socio-economic groups. The majority of middle class students have abundant resources in their homes and families, and in peer group relationships, which provide the necessary social support for learning. There has been a tendency to ignore the fact that the mere imparting of knowledge, in the absence of such resources, does not succeed in bringing about the full development of students. Moreover, the content of the curriculum is often unrelated to the myriad of objective problems which the culturally different youth in particular must confront.

While the schools have reflected and supported the traditional optimistic American view that education is adequate for human development and the key to social mobility, their failure to devise adequate educational solutions for culturally different individuals is the greatest single cause of the large drop-out population. The sheer numbers of urban school drop-outs has created a pessimism among American educators. The inability to meet the special needs of culturally different children tends to undermine the very purposes for which the American educational enterprise was created. Inevitably, schools in depressed areas do become a dumping ground for many of the unsolved problems of society. Recognizing this fact, it is becoming increasingly apparent that education must involve more than imparting knowledge. For without adapting to the pressing psychological needs of students it becomes impossible even to impart the minimal knowledge and skills desperately needed by the culturally different for fuller participation in society on his own terms.

NEW CURRENTS IN PSYCHOTHERAPEUTIC, INSTITUTIONAL, SOCIAL WELFARE, AND EDUCATIONAL SYSTEMS

As a result of the social upheavals following the last major world war, and the subsequent necessity to re-adapt to a changed social order, considerable ferment arose in the social sciences and education. The problem of educating large numbers of people and helping them to adjust psychologically to changed conditions stimulated the development of new approaches.

There are numerous signs in the social sciences that the older concern and focus upon pathological behavior and custodial solutions of the "normal" individual. This is reflected in the new popularity of "ego psychology" and in the growth of the vocational counseling movement with its emphasis upon the intimate relationship between the internal-psychological processes of the individual and the external real-life problems with which he must cope. New theories of positive mental health, emphasizing the strength of the individual and the importance of present and future planning, are illuminating the psychological dimensions involved in coping successfully with the problems in living. Perhaps one of the most important trends in the past decade have been the growing body of research and theory about the role of cognitive factors in human behavior as an antidote to the previously overwhelming emphasis upon the irrational in man. The works of Bruner, Kelley, Piaget, and Ellis, among others, are pointing the way toward new treatment procedures and educational methods. All of these recent trends, as yet by no means universally popular, are having a salutory effect upon the activities of social scientists. However, the continuing high status and popularity of the psychoanalytic view of man have hampered the development of new treatment methods by psychologists, social workers, and psychiatrists.

There has also been considerable new thinking about the nature of institutional systems. Industrial psychologists, social psychologists, sociologists, anthropologists, and educational psychologists (Dennis, Benne and Chin, 1962) have been studying the ways in which institutions meet the needs of the individuals. They serve, and have been successfully suggesting administrative and procedural reforms so that they might more successfully attain their purposes. Research and theory have in the main been concerned woth the processes by which the behavior, and ultimately the personality, which alterations in the behavior of individuals affect the character of the institution itself. Although there have been some positive movements toward institutional reform, the majority of institutions in America continue to be guided by the older custodial philosophies.

The failure to integrate the psychotherapeutic approach with a positive restructuring of the institutional environment in such a way as to provide a link between the institution and the society to which the individual has to return to work and live only increases the probability that the individual will eventually require re-institutionalization. The failure to achieve any significant institutional reform can be attributed, in large measure, to a failure to re-examine assumptions and techniques in light of new information.

As the scope and complexity of problems related to our swiftly changing society have expanded, private and public social organizations have been struggling to redefine their values and priorities for action. One of the main products of this struggle has been the emergence of "peoples' programs" made up of nitty-gritty grass-roots people interested in determining their own destiny and inculcating the condept of "maximum feasible participation of the poor" as a viable alternative to present methods of distribution of power and wealth. Such programs include "community action" spearheaded by such bold efforts as the Chicago YMCA Detached Worker Program, CPI in New Haven, Mobilization for Youth, Haryou-Act, and the Youth and Work programs of New York, which have been sponsored by both public and private organizations.

Paralleling these modifications in psychotherapeutic, institutional and social welfare theory and practice is a growing spirit of reform in education. In fact, with its potential as a source of "social dynamite (Conant, 1961), led to a national recognition that the schools, in particular, and society in general, were failing to reach large numbers of their young citizens. There is at present a ferment in educational circles and a healthy re-examination of the basic assumptions about education in terms of the curriculum, the teaching techniques, and even the purposes of the schools. This ferment is producing experiments in many quarters which cause these efforts to range from new methods for overcoming the cognitive deprivation of preschool children to new ways in which work and school can be combined. Because these efforts have only recently begun, it is difficult to evaluate their efficiency. While these seeds of reform will undoubtedly produce blueprints for important and necessary changes in education, particularly for the culturally different, it remains to be seen whether bureaucratic school structures which have in the past discouraged and resisted innovation will adopt them.

THE GENERAL ORIENTATION OF THE LANSING CONTINUING EDUCATION PROGRAM

The program is an attempt to synthesize the best elements of theory and practice. It should be evident that attention must be paid to the institutional framework, the specific treatment methods, and the content of the education, if a program is to deal comprehensively with the multiple problems of the culturally different society. Therefore, the program is designed with the following realistic psychological, social, and economic problems students present:

A. It emphasizes learning by participating.

B. It considers psychological problems as one part of the general problem of education.

C. It emphasizes and builds upon the strenghts of the individual in order to assist him in overcoming his weaknesses and inadequacies.

D. It attempts to alter both the external and internal negative forces which currently prevent the individual from developing to his fullest.

E. It focuses primarily, but not exclusively, on external behavior and requires of the individual his active participation in helping himself.

F. It is focused on helping the individual to live effectively in the present and to make the necessary preparations and plans for his present or future roles as breadwinner, husband, father, wife, mother, and citizen.

G. It emphasizes the learning of problem-solving skills through real issues and subsequent reflection.

H. It is committed to the notion that altering behavior and, therefore, related attitudes and values is first and foremost a cognitive process. Cognitive skills, however, are learned through a planned program of experiences, where choices have to be made and an opportunity is provided for guided self-reflection. Of critical importance, therefore, is the quality of staff-student interpersonal relationships.

I. It seeks to use the community as a teaching instrument to link the effective resources of the larger society to the needs of a multi-problem community.

J. It encourages the evolution of self-worth through the development of competence, and of self-direction through the perception of alternatives and their consequences.

K. It operates on the firm belief that no one individual is God with the power to control or restrict the lives and aspirations of any individual or group of individuals, and that each person is a unique and valuable contributing factor to the general society.

POPULATION SERVICED

The program is designed to serve indigenous Blacks, Mexican Americans, American Indians, disadvantaged whites, and others. That is, the program is organized to serve the poor of the society, and all age groups participate in at least one of several components of the program which include both male and female students.

We don't think for one moment that students dropped out of school or failed to attain a high school diploma because they were incapable of doing the work. Some left because they were pregnant, because their families needed the money they could earn, because they were bored and frustrated, because they had integrity and refused to become some highly polished, smoothly functioning, well organized robot. They all had the right to make that decision.

AGENCIES SERVING THE PROGRAM

The program is sponsored by the Lansing Board of Education under the direct supervision of the Adult Education Director. Other agencies throughout the community are providing imput into the program. These agencies include: Lansing Community College, Michigan State College of Education, and private agencies.

STAFF AND PERSONNEL

The staff consists of an educational coordinator, volunteer professional teachers, lay teachers, professional counselors, jr. counselors, and lay workers from the Nitty-Gritty Counseling Service.

THE INSTRUCTIONAL STAFF

Dorothy McGeoch's Learning to Teach in Urban Schools perhaps best illustrates what the instructional staff of this program is not about. This book is a comprehensive analysis of the experiences of four first year teachers in urban schools. The author, stating that the purpose of the book and the experiences of the teachers involved should be useful to teachers contemplating teaching in urban schools, discusses the competence of teachers in urban areas as occurring in two stages, survival and curriculum. Teachers in urban communities must survive the first year, according to the author, and then concentrate on making curriculum changes relating to the needs of the students. Miss McGeoch feels that a well dressed teacher will aid in giving the children in these urban communities a self-image, and the use of standard English will stimulate rich oral discussions.

Perhaps this is one of the major problems facing members of the culturally different, i.e., too many people come in contact with them with pronounced judgements, over generalizations, and over simplifications of their needs. McGeoch's book serves as an excellent of the mass availability of literature which currently sells well, but misses the point entirely. This book, and others like it, although its purpose is the assistance of new teachers in urban community schools, will only generate judgement about children. Urban schools have an ugly crisis which cannot be eradicated by focusing on the case histories of four first year teachers who have some kind of magical instant answers to complex problem. Students in urban schools are struggling for a self-image which a "crisp white shirt" and standard English will not bring them. These students need to identify with elements and persons directly related to their own diverse experiences. Many times a well-dressed teacher using standard English becomes a catalyst in further distortion of the student's self-image.

One of the measures taken to avoid this catastrophic possibility was the selection of the instructional staff by student representatives. These representatives interviewed numerous candidates and selected instructional staff whom they felt could provide the kind of models and leadership needed for this particular program.

Some of the teachers' attitudes that the representatives were particularly trying to avoid included the following:

1. Students cannot learn. They are impossible to teach.
2. Students do not want to learn and are not inquisitive or

curious.

3. Blacks are dumb, lazy, and intellectually inferior to whites.
4. Poor students are basically problems.
5. Paternalistic and missionary in helping students of urban areas.

THE COUNSELING STAFF

Volunteer professional counselors are working with junior counselors to serve as liaison for students between the home, school, and community. The counselors attempt to provide a positive rapport woth students, their families, and community agencies to coordinate and share in the educational process. They are concerned with non-educational problems which adversely affect the goals and objectives of the probram. Thus, counselors reach out beyond the confines of the educational domain proper.

The Physical Facilities

The program is built around the physical environment of the students. Therefore, classes are conducted throughout the community, including homes, churches, recreational centers, as well as the traditional schools.

PROGRAM OBJECTIVES

The objectives of the program include-

1. Providing educational services for indigenous youth of Lansing.
2. Preparing individuals for the High School Equivalency Examination.
3. Assisting individuals in their attempt to complete high school requirements.
4. Assisting individuals in their attempt to gain insight into, and begin to resolve any personal problems which may limit their achievement.
5. Providing opportunities for indigenous members of a community to develop skills in counseling, teaching, and working with members of their community in various capacities, such as youth worker and other related skills.

PROGRAM FORMAT

LANSING BOARD OF EDUCATION

KALAMAZOO STREET SCHOOL ADULT CONTINUING EDUCATION

DROP-IN CENTER	CHURCH	PRIVATE HOME	PRIVATE HOME	PRIVATE HOME
1. GED	1.GED	1. GED	1. GED	1. GED
2. H.S. Comp.	2. H.S. Comp.	2. H.S. Comp.	2. H.S. Comp.	2. H.S. Comp.
Blacks male/fem.	Mexican Americans	American Indians	Indegenous Whites	Others: a. Welfare mothers b. Ind. Study c. Enrichment

LANSING COMMUNITY COLLEGE
CORUSES AND TRAINING FOR LAY WORKERS

MICHIGAN STATE COLLEGE
OF
EDUCATION
TECHNICAL AND PRACTICAL
SUPPORT

THE CURRICULUM

The curriculum covers a broad range of skill areas and must be flexible enough to meet individual needs. We feel that we had to start from where the student was. We think the starting point is the use of contemporary literature, movies, plays , and mass media, coupled with strong group work to enable an individual to take a look at himself in a supportive atmosphere where he can grow in competence, in knowledge of self, in identity, in improvement of his self-concept, and in basic skills in a real group setting. Priority includes developing an atmosphere of mutual trust and openess where an individual can try new ways of behaving, where he can feel free to make mistakes, to mess around, to take a leap, and to be open to new ideas.

The real structure comes from the group. As individuals grow in skills and competence, as he discovers hidden treasures within himself, his need to distort reality lessens. The educational atmosphere is one in which an individual is challenged to become what is in him to become. This enables an individual to accept himself, and go at his pace, as far and as fast as he chooses. The individual makes that choice. As he gets himself together as a person, he increases in his skills.

Trying to impart the skills immediately in the traditional teacher directive approach will result in failure. Therefore, the teacher as catalyst, no longer the keeper of the truth, imparting knowledge and information in a directive fashion, seems to be the more sensible approach to directing the learning process. The teacher is a kind of partner in a mutual agreement with the student. This enables the teacher to"come out of his bag" and be human. The student relates to this.

THE READING CURRICULUM

A. Develop Vocabulary and General Reading Comprehension Skills

Methods

1. Read and analyze contemporary novels, short stories, essays, and biographies; for example, The Invisible Man (R. Ellison), Of Mice and Men (J. Steinbeck), Manchild in the Promised Land

(C. Brown), Piece of Steak (J. London), Soul on Ice (E.Cleaver). Some of this material will be read by the entire group and discussed in class sessions while other selections will be read on an individual basis according to interests. In either case, the emphasis will be placed upon vocabulary development, developing such higher skills as making inferences and interpreting, understanding the theme of the selection, and determining the relevance of the theme to the reader's own life situation.

2. Read the Mohammed Speaks, the Black Panther, the Detroit Free Press, and other available newspapers, focusing on vocabulary and concepts. This exercise will be followed several times a week by writing a reaction to an article of interest.
3. Critically analyze articles taken from magazines, including weekly news magazines, etc., and placing emphasis upon finding the main idea of the article, making inferences, determining the author's logic and supportive evidence.
4. Develop specific reading skills (such as finding the main idea of a passage), understanding that which is directly or indirectly stated, making inferences, interpreting material, using context as a clue to word meaning, analyzing a word's structure to determine its meaning, and discerning the author's tone and purpose through the use of the following materials: The SRA Reading Laboratory lVa, the SRA Reading for Understanding Kit, texts such as Shostack's Reading Comprehension, and teacher-student developed exercises.
5. Develop the skills necessary for the effective reading and interpretation of poetry, including understanding figurative language, inverted sentences, and other common poetic conventions.

B. Develop a knowledge of the basic concepts in science, focusing particularly on the scientific method, and develop proficiency in the specific reading skills essential for interpreting scientific passages.

Method

1. Study and discuss the basic concepts found in general science textbooks such as Survey of Science, and Survey of Biology by Weckstein and DeLain.
2. Relate these concepts to current concerns through the use of

scientific articles taken from newspapers and magazines, especially the *Scientific American*.

3. Learn the special techniques involved in reading scientific material through the use of exercises taken from, or patterned after, those found in Nila Banton Smith's chapter on "How to Read Science" in *Be A Better Reader, Book 1V*.

C. Develop a knowledge of the basic concepts in history and the specific reading skills necessary for interpreting passages dealing with historical materials.

Method

1. Study and discuss the basic concepts found in a general American History textbook, such as Commanger's *A Pocket History of the United States*. The focus here should be on vocabulary, the characteristic philosophies of certain periods, etc.
2. Relate these concepts to current events through the use of relevant newspaper and magazine articles.
3. Learn the critical reading skills specifically applicable to social studies'reading, such as determining cause and effect, following the sequence of events, recognizing paragraphs, etc.
4. Utilize educational games such as *Blacks and Whites*, by Communications/Research/Machines/Inc., Project Simile, *Napoli*, by Western Behavioral Sciences Institute.

D. Learn and apply the basic rules of English grammar.

Method

1. Use daily compositions based on newspaper articles as a basis for dettermining individual weaknesses in grammar and as a means of remedying these deficiencies.
2. Further develop knowledge of grammar rules through board work and exercises focusing on punctuation, verb agreement, verb tense, sentence and paragraph unity, correct word usuage, case of pronouns, and capitalization.

E. Improve basic spelling.

Method

1. Learn correct spelling of selected "spelling demons."
2. Learn selected basic spelling rules, especially those related to forming the plurals of words.

THE MATHEMATICS CURRICULUM

Most of our students enjoy math. There is an intrinsic satisfaction in solving a math problem. The student knows when he has the right answer and he can never be certain in interpreting reading. Also, numbers are most important to a young man in the Black Ghetto.

On the GED, the math only goes from computation of whole numbers, through elementary algebra and simple geometry concepts. Advanced math is not required in the solution or the interpretation of any of the questions. Again, with a stress on problem solving in math with word problems, the need for good reading comprehension becomes apparent.

The Metropolitan Achievement Test (Intermediate Battery) has two tests in math; one in computation and the other in problem solving and concepts. An item analysis can be done easily to pin-point the individual student's difficulities. On the GED, in order to pass the math test with a minimum of 35, the student needs only to get 11 out of 50 right and the does not take off for wrong answers, so the student can guess. This also points up the overwhelming importance of the reading comprehension development. However, the conceptualized skills and logical thinking in math are important and with the student's high interest in math, a regular course is not too difficult.

Modern math is not used as the students come with years of good or bad habits in math firmly entrenched. In our opinion, modern math would really throw the average student. It can be introduced to the better math students as supplementary after they have been introduced to algebra.

The involvement of students and having them explain problems to the group helps to improve the conceptualizing and thinking through of problems, over the teacher's explanations at the board, seems to be the better approach. The students become actively involved and not the ordinary passive class where the repetitive workbook drill finally picks up the basic skills through fractions, decimals and per cents, but students are unuable to solve word problems. In short, the students become their own teachers, not for the purpose of playing with numbers, but to solve basic problems, such as, prevent the continuation of consumer exploitation so prevalent in the community of the culturally different.

There is a wide spread in math ability whereas this is not true in reading. This spread necessitates almost an individual program for each student. One way around this problem is to start with simple algebra.

Algebra is a magic word and turns on almost all students. The beauty of it is that the students having problems with whole numbers, for example, can practice them. The more advanced students who have not had algebra find it new and exciting to them. It is also excellent for word problems.

The Equivalency Examination has two tests in math:

High School Equivalency Examination General Mathematical Ability.

Computation of whole numbers, fractions, decimals.

Ratio and proportion (solution of proportions involving one unknown).

Recent (discount and commission, profit and loss, sales, income and property taxes, interest, budget, insurance).

Measurement (linear, square and cubic).

Averages, time and distance, properties of geometric shapes,graphs.

Algebra (using equations)

Word problems are very important. The teacher is expected to concentrate on substituting in equations and making word problems into equations.

CONCLUSION

Although the program has been in operation only a short time, considerable gains can be seen. The fact that the students keep coming and they demonstrate keen interest are evidence that something is happening. Miles and miles of words have been written about the nature of our institutions in general, and our educational institutions in particular. Social scientists, educational theoretists, and others will generally agree that most of our institutions are failing in their overall objectives: the high rate of recividism in our penal institutions, the inability to rehabilitate on the part of our mental institutions, the failure of our churches to foster and perpetuate brotherhood and the mystical experience, the general abstractness and inability to provide pride and respect in one's employment, and the high drop-out in the educational institutions are just a few examples. People seem to be asking for options. No one model seems to fit all Americans. Students come to our program because it is an alternative to the sterile public schools. At least we hope that we are offering a viable alternative. Yet, we know that we have an uphill fight trying to legitimize the program in the eyes of the overall community. This is always the basic problem. Most of us have come to accept that one model and anything different must fight for acceptance. Coupled with alternatives must come general acceptance. The individual who opts to obtain a career development type occupation is just as capable as one who goes to college for a professional degree, the little classroom in the corner of a poolroom may be just as successful as the multipurpose highschool, that is, if people choose to use it for the purpose of human development.

This program is as good or better only if it is accepted by the community as a genuine means of helping people get themselves together. The students by their attendance seem to think that it meets a real need. It is now up to the community.

Blueprint for an Adult High School Program

By

Kenneth Folkertsma

In a credential oriented society as ours, the high school diploma is regarded as the minimal educational requirement for successful modern living: i.e. life in the home, on the job, and as a citizen. Research exemplifies the advantages accorded those reaching this minimal educational level. Yet 40% of the individuals entering the fifth grade do not graduate from high school. If we accept the idea that a society is only as well off as its individual members, it necessarily follows that providing the adult an opportunity to complete his high school education is a logical extension of the community educational responsibility. In this paper I will suggest a model for a community sponsored high school completion program. For convenience, I have divided this model into component parts: (1) Purpose, (2) Sponsors, (3) Participants, (4) Content, (5) Social Setting, and (6) Methods.

PURPOSE

The purpose of an adult high school is to provide those who have separated themselves from formal school an opportunity to complete high school.

"Ostensibly, it is for those who have gained some maturity outside the classroom and obtained experience in the school of hard knocks."[1*] Any such program, however, must contain enough flexibility to produce a viable relationship with the formal school in order to serve the needs of the adult and occasional youth who would find it to be an advantage to participate in either one or both programs. A high school completion program terminates with the granting of a diploma. This terminal point must be made as accessible as possible for the participant. Thus I recommend the diploma be awarded by: (1) the successful completion of credit requirements as prescribed by state law, and/or (2) acceptable performance on the General Educational Growth Development test (GED).

SPONSORS

Education is a responsibility of all individuals in the community. As such it is recommended that all interested parties (individuals, institutions, and organizations) be involved in the implementation of a high school completion program. This does not mean, however, that a variety of sponsors should independently be providing this educational service. The most logical, and most adequately prepared institution to provide this service is the public school system. A local board of education should assume administrative responsibility for an adult high school completion program. Other interested organizations (unions, churches, welfare agencies, etc.) should be represented in the form of an appointed advisory board. Appointments to the board are the responsibility of the superintendent of instruction. Care should be taken that all segments

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[1] THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT OF SCHOOL YOUTH, Michigan Dept. of Education, Bulletin 370, 1967, pg. 20

* all quotations in the paper are taken from the above source.

of the community are provided an opportunity to participate. In order to prevent duplication of similar programs, and at the same time meet the individual needs of the greatest number of people possible, it is advised that the program serve the greatest feasible geographical area. For example, a county-wide program directed by the superintendent of the intermediate school district is recommended over single district sponsorship.

Administrative leadership for an adult high school program should be provided by a professionally trained adult education administrator. He would be responsible to the district superintendent. If necessary, other duties could be given this individual. However, I feel, it is of great importance that the leadership of an adult high school program be provided by an individual trained for, and committed to, the adult education enterprise. This administrator and/or his assistants would be responsible for all phases of program development.

The sponsors of an adult high school program must assume responsibility for financing. Most states provide some funds for adult high school education programs. The local board must also provide public funds for the adult high school program. Justification for this practice is found in the statement that "since Horace Mann advocated free education, public schools have been supported from public funds. To charge tuition for classes offering credit toward a high school diploma is in opposition to this concept."Pg. 21 The adult high school program should also be an integral part of the community school system instead of being a special or extracurricular program. "A unified plan for financing encourages sound administrative organization on both state and local levels and has the potential for improved educational services at a minimum cost."Pg. 21

Support by the local school district should include the providing of classroom space, utilities, maintenance, administration and staffing. Any fees for books, tuition, instructional materials, etc., should be kept as modest as possible.

Publicity is another function of the sponsors. It should suffice to say that special efforts should be made to insure that all eligible adults have knowledge of the opportunities for completing their high school education.

PARTICIPANTS

Although there are many participants in a program of this nature, I will discuss the student, teacher, and counselor in this section of the paper.

The student body of the adult high school is composed of any adult and the occasional youth who is not a high school graduate. The display of the ability to function successfully at a high school level should be the only admission requirement. Grade level placement is to be determined by past educational experience and recognition of the individuals out of school experiences that have affected his educational level. A variety of tests are available that can measure the adults educational level. Credit for out of school experiences that meet state requirements must be given towards the diploma whenever possible. This point will be discussed at a later point in the paper.

The success of an adult education class depends greatly upon the teacher. Teaching adults requires not only the same skills of those educators in the public school system, but also special instruction in adult learing methods. I recomment that a core of adult education instructors be hired on a full time basis. As an alternative, teaching personel from the schools can be hired on a part-time basis. It cannot be over-emphasized that care must be taken to insure that the teachers are sensitive to the special needs, abilities, and learning capabilities of mature learners.

Counseling and guidance services serve an important function in an adult high school program. The adult counselor must provide the individual with a complete summary of the credits earned to date, the work or other experience that would be given equivalent credit, the required subjects and electives remaining as prescribed by the local board of education, and the alternative methods available to complete the requirements for high school graduation. In such cases when there is insufficient evidence available to determine the adults educational status the counselor will initiate testing programs to establish grade placement. These services provide the adult the necessary information to resume his education. Like the teacher, the adult counselor must have the special training and desire to help adults achieve their educational goals.

CONTENT

Simply stated, the content of a high school completion program is made up of the diploma requirements established by state boards of education. These requirements, however, are often flexible. Customs, traditions and out dated accreditation cannot be allowed to harpoon the development of a dynamic high school completion program. There are a variety of means available in meeting graduation requirements and all possible channels should be opened for the adult student. For example, credits could be earned for (1) supervised home study programs, (2) individual programmed learing programs, (3) trade or business school experience and (4) on the job or any other acceptable educational experience. Also, within the confines of state law, curriculum expansion in terms of meeting community needs and other innovations which are relative to adult educational objectives can be added to the basic curriculum program. In summary, the content of a high school completion program must accept education in the broadest sense of the word. Curriculum offerings must provide the mature learner insight into an understanding of, and adaption to, personal and community needs.

SOCIAL SETTING

The social setting of a high school completion program can be visualized as a cooperative effort between the willing individual and the community to meet the needs of the individual, as they are related to receiving a diploma, and to upgrade the total welfare of the community. Both have a stake in, and can profit from, an adult high school completion program.

METHOD

Teachers in the adult high school have to accept the idea that adult needs must be put ahead of tradition and custom. Any method of adult instruction must be sensitive to the adults priorities. A high school education often must take a back seat to home, family, and occupational obligations. Opportunities for learning must be available day and night on part and/or full time basis. A consortium approach to course offerings throughout the individual participating school districts can offer the student flexibility in his program. The physical environment, whether it be in public or private buildings, must be satisfactory to mature learners.

Learning methods must also be given special consideration. Techniques such as supervised self study, accelerated learning programs, discussion group problem solving, and other methods adults respond to have to be implemented into a high school completion program. "Comping" courses through testing should be permitted for credit and acceptable scores on the GED tests should qualify the individual for a diploma.

A few words should be said concerning the granting of a diploma. I suggest that each participating school district grant the diploma through the particular school the adult originally enrolls in. This should not limit the individual from transfering credits from any other participating school in the program. I suggest a single credential for all high school districts be granted, irregardless of the students method of satisfying diploma requirements.

Concluding, a functional high school for adults must not be limited by the traditions and curricula appropriate for youth. This type of program must adapt to meet the needs of adult students. The following statements serve as a summary of key points developed in this paper and as a resume of suggested criteria for a high school completion program.

1. Any adult or out of school youth who is not a high school graduate should be eligible for admission to the program, provided he displays the ability to participate successfully.
2. The curriculum, within the limits set by state requirements, should be expanded to include coursework appropriate to adult interests, at both a personal and public level.
3. Credits applicable toward completing high requirements should be given the students for educational, occupational, and other experiences that have raised the students measurable educational level.
4. Credit for coursework should be given the student irregardless of the method used to acquire mastery of the subject area, i.e. self study, regular classroom work, supervised home study, individual programmed learning, etc.
5. Equivalency testing should be used to determine grade placement and in the granting of credit when appropriate. Recommended testing programs are General Educational Development Testing and Subject Matter Competency Tests.
6. Sponsorship of an adult high school should be provided by the county wide or intermediate school district. Other interested parties, i.e.

unions, business organizations, churches, etc., should be represented in the form of an advisory committee.

7. Administrative responsibility must be in the hands of a professionally trained adult education administrator.

8. Financing of a program should be an intregal phase of the community public school. Minimum support by local school districts should include the providing of classroom space, utilities, maintenance, administration, and staffing. Local districts should seek out available state and federal funds. All facilities should meet the needs of mature learners. Student fees should be minimal.

9. In addition to state certification, teachers should have instruction in the methodology of teaching adults. A core of adult education teachers is preferable over the hiring of regular classroom teachers on a part-time basis.

10. Appropriate guidance and counseling services should be offered.

11. A single credential should be awarded for completion of high school requirements by the local district, irregardless of the means used by the student to meet these requirements.

12. An intensive effort should be made to insure that all eligible adults have knowledge of the opportunities for completing a high school program.

13. Program offerings should contain the flexibility to meet the priority, and time schedule of adults. Teaching methods must be geared to meet the mature learners needs.

A PLAN FOR A COMMUNITY-WIDE LABOR EDUCATION PROGRAM

by Ronald J. Peters

Labor education is an effort to meet the general education needs of workers (union members) which arise through their participation in unions. Its emphasis is on the problems trade unionists confront in collective bargaining with their employer and in other areas of union concerns such as political action and consumer affairs. Labor education is not vocational or job training but rather aims to develop the worker's self concept both as a trade unionist and as a citizen in a democracy.

Ideally labor education aims to include as many rank and file union members as will participate. In actuality labor education activity is directed toward those unionists who are active in their organization. The students include three major groups, 1) interested rank and file members, 2) local unionists who carry unpaid responsibilities in the union's internal operation or in its relationship with the employer, and 3) the paid staff of the union.[1] Much of the educational effort in labor education is the preparation of workers who are either presently performing or anticipate performing some function within the union.

The Participant

Usually the participant in labor education has demonstrated some commitment to the union movement prior to his enrollment.[2] He may have attended regular membership meetings, volunteered for a committee or even sought elective office. Although active in his union, recent studies have reinforced former studies which show that the worker-student's community involvement does not differ appreciably from other blue-collar workers. Profiles of workers have indicated that union members do not belong, in any large numbers, to fraternal, social or civic organizations nor does he participate in the PTA or in his church.[3] He may belong to a bowling league but much of his other leisure time pursuits include such individualized activity as watching TV, visiting friends and relatives, hunting and fishing.[4] The typical worker-student tends to be isolated from much of the organizational activity in the community. His participation in the union may be the only voluntary organizational activity in which he engages. Typically labor education is his initial exposure to any form of adult education.

Program

Programs in adult education fall within one of four categories. First, there is the so called "bread and butter" or tool courses which deal with training union functionaries. Most common in this group are courses which prepare stewards (the first line union representative) in such skills as contract interpretation, grievance handling and human relations. Included here are courses in contract negotiations and local union administration. The worker-student's first experience with labor education usually is in one of these "how to" subject areas.

A second category consists of self-development type programs. Included here are such topics as public speaking, speed reading and listening improvement skills. Participants in these programs frequently are unionists who have either just assumed a position of leadership or who aspire for a union position which calls for these capabilities.

A third is the technical studies area which instructs union members to deal with the collective bargaining problems which arise from time and motion studies, job evaluation and piece work systems. Many labor-management disputes arise from incentive pay schemes where a worker is monetarily induced to increase his production. In order to effectively represent workers with grievances which stem from such arrangements union functionaries are required to have some degree of knowledge about such systems. Courses in this category provides them with this specific knowledge. Programs dealing with the problem of bargaining job reductions resulting from technological change and automation are also included in this category.

Finally there is the category of the Liberal Arts with a labor emphasis. Included here are studies in the social sciences and history which reflect upon organized labor. Courses in this area take on topics like taxation, Social Security, unemployment, legislation, foreign affairs and labor history. Although not too common, there have been programs for unionists in the physical sciences and fine arts. Subject matter in this category is more abstract in terms of the in-shop problems faced by the typical union member therefore these courses tend to attract the union member who has more general educational goals.

Some unions have attempted to establish, with very limited success, voluntary programs for new members. Labor education is a minor component in some craft apprenticeship programs which are run by a joint union-management committee but this lacks the voluntariness characteristic of adult education.

Labor education uses forms common to adult education: short intensive conferences, one-week resident schools, evening courses, most of them run from seven to ten sessions but some run for a semester and a few for a full academic year. Part-time classes make up the largest part of the programs conducted in the home communities of the unionists.

The Delivery System of Labor Education

Unions vary on their degree of commitment to labor education, from a great deal of support and the encouragement of members to participate to virtually no support and in some cases outright discouragement. The building and contruction trades unions (carpenters, plumbers and the like) with but few exceptions fall under the latter. Leaders in the "trades", as they are called, see their organizations merely as tools for improving the wages, hours and working conditions of the members. Most of the responsibility in running these unions centers about a full-time business agent which results in little need for rank and file participation. Industrial unions, those which represent workers in factories and other permanent business establishments, require some form of trained union representation at various levels within the managerial hierarchy, be that at the department, plant or corporate level. This requirement for multiple functionaries has stimulated industrial unions to establish and encourage labor education activities. In addition, many of the industrial union leaders see their organization as instruments for general social uplift as well as improving the wages, hours and working conditions of the members. Industrial unions have supported efforts to abolish poverty, expand civil rights and improve public education. Commitment to labor education to them is a logical extension of a forward-looking ideology which is characteristic of many industrial unions.

The greatest amount of union education is that conducted by national unions. About 40 of the 180 plus national unions in the U. S. reported sponsorship of some educational activity.[5] To understand the structure of labor education it should be pointed out that since the beginnings of permanent American unionism it has been the national union which has played the key role in accomplishing the basic purposes of unionism: to organize workers and to improve their conditions of life and work through collective bargaining with employers. National unions are made up of locals to which the individual member belongs.

Locals in a given geographic area like a county form federations usually referred to as central bodies. Although it has no collective bargaining responsibilities, a central body serves as sort of a single voice for labor on matters of community concern. National unions form the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) which performs a similar function as the central body only to a national public. Central bodies frequently are the instrumentality for labor education programs.

Universities

There are nearly 30 state universities which have established centers for labor education. Most of these are located in the industrial eastern and mid-west states. These centers run some on-campus courses for trade unionists but for the most part their activity is in extension programs in the communities where the workers live. Frequently universities have labor education staff assigned on a regional basis throughout the state. Many of these centers are heavily subsidized by the university and provide educational services for a fraction of their cost, a few must retrieve their direct costs. The centers differ slightly with union education programs in that they (the centers) provide a greater proportion of broad training with an academic orientation.

Other Sponsors

Some federal government agencies provide labor education included in these are the Federal Mediation and Conciliation Service and the Office of Economic Opportunity. Community organizations such as the Council on Alcoholism, the Red Cross or the mental health association will co-sponsor with unions, courses and workshops on topics of mutual concern.

Some public school systems have included adult education courses for trade unionists as have some community colleges in their community education programs.

Labor Education in a Scheme for Continuing Education for Learning City

Learning City has a diverse industrial composition. There are four fairly large manufacturing concerns each having local unions of over 2,000 members. There are nearly two dozen small industrial firms which vary in size from 40 to 500 employees, each of these has a local union. In addition, there are unions among construction workers, service employees (janitors. retail clerks, truck drivers, etc.) and government employees. A few of the above locals are offered educational program services through their national organization, most, however, are offered none.

To fill the education gap left by the national unions in servicing the locals it is recommended that an area wide labor education council be established. The council will be the instrumentality through which labor education will be conducted. As sponsor the council's main task is to translate the problems and interests of union members into educational programs, to arrange such programs with appropriate education agencies, and to promote the programs.

The council will consist of representatives of all major labor interests in Learning City. This would include the following:

Representatives from the local central body.

Representatives from each of the large locals.

Education staff representatives from national unions whose area includes Learning City. Usually these people are assigned on something like a portion of a state and are responsible for establishing labor education for the locals in that area.

Community Service Director of the Community College. Labor education classes included as part of the community college community education function would bring the participants in touch with other continuing education. The community service directors prespective is valuable in suggesting where other more general adult education programs might tie in with those in labor education.

State University Labor Education Representative. The university labor education center is a full time agency with no other responsibility than to provide labor education. As well as serving as staff for the council this person would have acess to university instructional resources and would have the time to seek out and develop program resources in the community and elsewhere in the labor movement.

Since organized labor is one of the most broadly based institutions in Learning City and since unions represent the economic interests of a large portion of the wage earners, a labor education component in a community grid of continuing education can be easily justified. A council of labor education is needed to coordinate the efforts made by national unions and those made by universities and other agencies for the workers of Learning City.

It's been stated earlier that the blue-collar worker does not readily participate in general types of adult education but does respond when approached through his union. When the worker involves himself in an educational experience which is conducted in an atmosphere in which he has confidence, in a style which involves him in the learning process and when the subject matter is relevant to his concerns he tends to sustain his experience. Once drawn into an educational activity and having had a successful experience,many worker-students are motivated toward education that is broader in scope, has longer range goals or deals with controversial issues.

In seeking its participants functionally through their organization, the unions, rather than through the traditional channels of general adult education, labor education may provide a clue to involving other hard to reach groups who make up Learning City, USA.

[1] Rogin, Lawrence and Marjorie Rachlin, Labor Education in the United States, National Institute of Labor Education, American University, Washington, D. C., 1968, p. 12.

[2] Surveys of university labor education registration cards at the Labor Education Division, Roosevelt University and the Labor Program Service, Michigan State University indicate the overwhelming majority of labor education participants either presently hold a union office or formerly had held one.

[3] Czarnecki, Edgar, "The Need for Selectivity in Labor Education," Adult Leadership, Vol. 18, No. 10 (April, 1970), pp. 313-314. This study agrees with other studies of blue-collar workers. See "The Union Member Profile and Attitudes," Alexander Barkan, The American Federationist, Vol. 74 (August, 1967), pp. 1-5.

Also: Blue-Collar World, Studies of the American Worker, Arthur B. Shostak and William Gomberg (Eds).

[4] Ibid, p. 313.

[5] Rogin and Rachlin, p. 4.

"CONTINUING EDUCATION IN AND FOR RETIREMENT"

Doris Frazier

The period of later maturity has traditionally been regarded as a time when the individual's development has been permanently halted and his potentialities vanished by old age. Fortunately, there is a growing awareness that age in itself need not debilitate the individual and change his life from one of useful participation to one of doddering retirement. Each individual is naturally endowed with resources throughout all his years.

The major functions of education for older adults are to help them to continue the exploration of their native potentialities, and to assist them in giving their experiences and wisdom to society. To achieve these broad objectives, education must have the following program. First, it is to aid the individual to adjust to personal and social changes by providing information necessary to achieve lifelong adjustment. Second, it must promote the adjustment of society to its aging population by helping to create constructive attitudes and encourage opportunities for continuing use of talents and skills of older citizens. Third, it must train personnel to serve older people by establishing courses of study, programs of field practice, and in-service training in gerontology. Finally, it must promote research for the development of a body of knowledge about aging and its implications for the individual and society. Programs in education for retirement are currently in progress in this new phase of adult education. Some of the representative programs which can be offered by educational agencies, community groups, industrial and business agencies will be presented as follows.

A wide variety of courses, institutes and research studies could be set up and aimed for the ultimate goal of making man's later years his golden years. One course might be entitled "Making the Most of Maturity" and be designed to assist men and women between the ages of 55 and 64 in developing specific plans for their later years. Students could be aided in the formulation of individual plans for the retirement years by expert counseling in such areas as financial planning, vocational guidance, health, and personal and family problems.

University courses might also take different forms and be based on the achievement of adjustment by a group procedure. Major topics would include the satisfactions and dissatisfactions of older people, opportunities for employment for older people, recreation, housing, health and welfare assistance, and the like.

A special college for over-sixty graduates might be established on farm land near the university and be directed by specialists of the faculty. The educational program could be designed to meet the needs of older persons who are still physically fit, still adventurous in their attitude toward life, and want to spend their imposed leisure time constructively. Students may choose special interests for study which include world and national affairs, arts and sciences, and the like.

Various methods may be employed by colleges, universities, and the professional groups to bring the problems of an aging population before the public and to help change attitudes toward the aging. Conferences should be held at the universities to explore research needs. Special topics for consideration might be these: geriatric nursing, employment and social casework for the aged, and rehabilitation of the older workers.

Concern with investigation on the employability of older people should be explored. As Nathan Shock points out in Classified Bibliography on Gerontology and Geriatrics, aging is not now the major concern of any university research organizations, and most data have accumulated by isolated investigators.

The public school system is the center of adult education in most communities. State and federal aid programs can make it possible for schools to receive remuneration for adult students which have education for the older adults. General courses on the problems of aging may be provided. Ambitious programs might have courses run from October to June and be made up of a series of lectures devoted to each of the following topics: health, personal affairs, nutrition, psychology of aging and crafts.

Local adult education programs could be provided for older adults among special interest groups in clubs and in homes for the aged. Direct attempts to change community attitudes should be initiated in the school programs. Some programs might feature community hobby shows and choruses which at least could draw favorable attention to old people. More effort is needed to design school programs to give research data which are vitally important as guidance of other educators in developing programs.

With the advent of compulsory retirement, communities are becoming aware of the problems of the increasing numbers of idle citizens. Concern for their welfare and their inadequate preparation for old age should lead the communities to undertake educational programs to assist in adjustment to the problems of aging.

The educational programs which could be developed by community agencies might vary from courses of lectures to institutes and conferences. Some examples of community agencies sponsoring programs are these: the Young Men's Christian Association, welfare councils, churches, and special research agencies.

The industrial programs could be concerned with preparation of workers for retirement. Some programs might consist of a series of lectures presented either by professional educators or by personnel officers. Other programs might provide personal counseling services, printed literature on problems of the aging. A guide book, "Looking Ahead to Retirement" might be published.

Research on practices and in stimulating community action is necessary. Studies should be made concerning the needs of older people with recommendations for Community Action. As research reports are published, educators should study them with a view to determine what contributions can be made by educational programs toward maintaining the older worker as a participating and useful member of society.

In conclusion, it appears obvious that adult education needs to give attention to older adults. In appreciation of this need, a professional group may be established to provide direction and content for programs, and to develop plans for the integration of education programs with total community planning for the older adult. Local communities can provide services to the individual older person; state organizations can assist in the formulation of policy and the promotion of co-operation between agencies; federal and national groups can provide for broad-scale research and for an over-all significance of integration of activities for the aging. By these means, education can make its contributions to the maintenace of the older person as a useful member of society.

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Aging. Office of Aging, U. S. Department of Health, Education, and Welfare. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20401.

A monthly newsmagazine reporting on action, research, training programs, news of federal and state agencies.

Geriatrics. Lancet Publications, Inc., 84 South Tenth Street, Minneapolis, Minnesota.

A monthly periodical devoted to research and program development mainly in clinical medicine and social gerontology.

The Gerontologist. The Gerontological Society, 660 South Kingshighway Blvd., St. Louis, Missouri.

A quarterly journal reporting research, opinion, action and news in the field of aging. An official publication of the Gerontological Society.

Journal of the American Geriatrics Society. Williams and Wilkins & Co., 428 East Preston Street, Baltimore, Maryland.

Monthly official publication of the American Geriatrics Society Society reporting clinical studies and research in gerontology.

Journal of Gerontology. The Gerontological Society. 660 Kingshighway Blvd., St. Louis, Missouri.

A quarterly scientific journal reporting current research findings over the entire field of gerontology. An official publication of the Gerontological Society.

Involvement of Non-professionals in Family Education

By
Calvin C. Anderson

A well organized, on-going and successful program of continuing education must have a board of education that recognizes continuing education as part of the total educational responsibility to the community, a superintendent of schools who understands the board's committment, a community who is supportive of the total educational program, and a director who is able to respond to the needs and desires of the community. Other than the recipients, the above seem to have all of the required ingredients of a very fine continuing educational program.

A committed board of education, an understanding superintendent, a financial supportive community and an able director are not enough. A strong corps of non-professionals is needed as a very active part of the program, if it is to serve the needs of the community.

When we think of continuing education extending service to citizens of all ages, we begin to realize that there needs to be some total coordination of efforts in order to assure that all necessary services are adequately met, and at the same time assuring that services are not unnecessarily duplicated. The school system must have an interest in the education that goes on in the home.

Models of involvement can be found in many of our public school programs ranging from formal instruction in hobby type short term programs where the non-professional is in full charge, to the task of providing very basic services, (feeding, etc.) in some of the custodial care programs.

The non-professional, one without university training in a specialized area, has a unique place in continuing education, and is able to render a special type of service. Adults who have made a satisfactory adjustment can often be of a great help to other adults, especially if they have experienced similar problems. This has been demonstrated many times in projects where helping other people is involved.

A model of the involvement of non-professionals can be noted in a project called "Family Helper Projects" which was first funded in the spring of 1966 through State Aid Act 1 - Section 4. In the application for funding the following statement was made:

> It has long been recognized that the family defines and transmits the basic ideas, values, and emotions that influence a child throughout his life. The members of the family determine the ability to interact in his society to his own satisfaction as well as to the benefit of the social order.
>
> In recent years much has been done to help the "culturally different" child and his family. However, there are still many needs unmet because of a lack of necessary skills and socially acceptable values within the family. Many children are unable to cope with school and society in which he lives because of poor health, emotional instability and/or a lack of basic skills. It is also evident that although there are many dedicated professionals in the area of health, education and welfare, there is a lack of concentrated help in homes, where instability and other factors make it impossible for members to operate successfully either within the family group or in relationships outside the home. Day by day follow-up is necessary in many cases to assure that the long hours

> professionals have worked with such children may not be lost due to a family environment which steadily erodes partially achieved results.
>
> The purpose of this program is one of training and education within the family setting. Intervention in the total family situation by fully qualified people working out of school-connected family centers is our major goal.

To accomplish the goals set forth, it was recognized that a special type of person was needed. It was proposed that selected lay persons to be called (Family Helpers) be retained by the school district for the purpose of working in the neighborhood areas. Their training consists of exposure to the established agencies in the community that are set up to help people. They (the Family Helpers) use their knowledge from the agency contact to help others. These are individuals who have demonstrated their ability to rise above adversities they faced by reason of birth, who have great interest in working with their ethnic group and who possess ability to easily relate with adults as well as children. Those selected are uniquely equipped to provide a special service to families with special problems not solved through the usual agencies. Family Helpers are assigned to Family Centers. The Centers are sources of assistance in the areas of mental, medical and dental health as well as provide a red tape cutting service to other agencies.

This program sets out to give those kinds of help in the home that will effect the childs education in a positive manner. The total home environment has a great influence on how and what the child learns at school. Family problems and home problems become school problems. Satisfactory adjustment at home and at school are necessary for a good school experience. The school system must have an interest in the education that goes on in the home.

Basically Family Helpers show parents better ways to run a home, to give stability and care to their children. Helpers help mothers scrub floors, clean bathrooms and kitchens, do laundry, kill roaches, mice and rats, bathe children, prepare meals--and they teach parents and children while they work. It should be emphasized that all families do not require all these things.

The primary source of referral is the public school. Many additional referrals are made through contact with families who have been recipients of Family Helpers service.

A major goal of education is to prepare youth to accept its responsibilities in the community. The family is the initial source of the child's values. By upgrading those values that are important to education, the family is moved in the direction of the normative cultural values of the community. In this manner, the child is encouraged and assisted in his development of broader and more positive home-community-school values.

For the children, Family Helpers can do nothing to change hereditary patterns. But, by teaching the family management concepts and techniques, the hereditary patterns of future generations of children may be strengthened.

These non-professionals, with little training other than their own personal experiences are in a position to provide this kind of basic (survival) education to families that are "hard to reach". Established agencies have not been successful in reaching many families. Families who have limited or unsatisfactory experiences with school and social agencies are often very negative in their response to professional people who have never known their "world", or who are so far removed that they have lost the real contact. The Family Helpers are in an excellent position to bridge the communication barrier.

GOVERNANCE IN CONTINUING EDUCATION

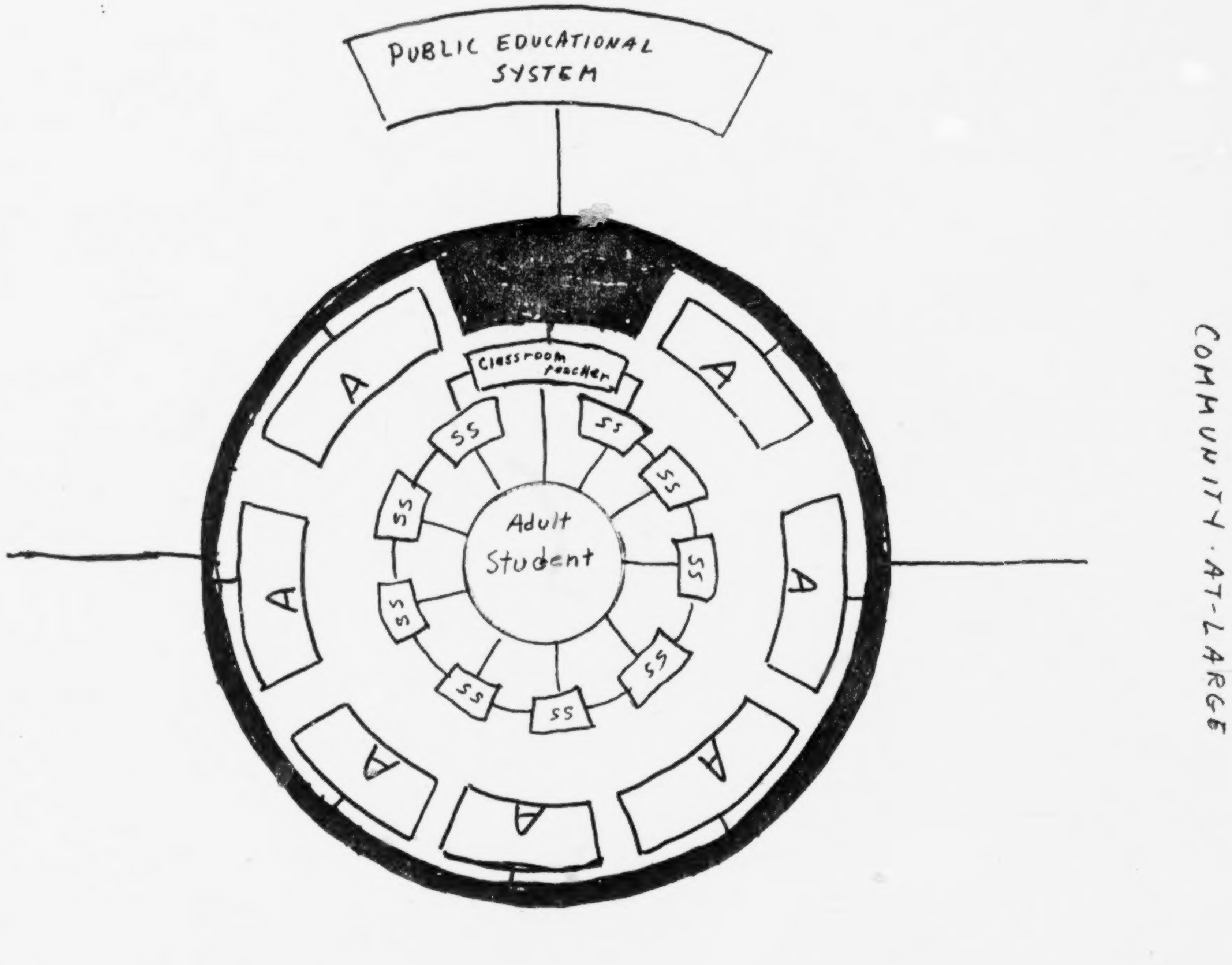
Kenneth Mattran

Rather than attempt a definitive statement concerning any of the specific aspects of governance necessary to the successful administration of a public school continuing education enterprise, this paper will suggest, in a general way, a "philosophy" of administration for the consideration of the adult education administrator. The philosophy is essentially service oriented and will be represented by a new type of non-hierarchical organizational chart which is not intended to replace anything presently in existence, but, rather, to demonstrate graphically the unique position an adult education director occupies and how this position could be exploited.

Since the organizational charts of educational systems vary, sometimes widely, from region to region, and since the adult education director's position in the hierarchy of a system is usually circumscribed, the chart herein submitted assumes regional variations as given, yet reflects what seems to be a general feeling about the directors position as culled from the literature.

The feeling underlying the development of such a diagram is that the student is the focus of any activity conducted by an adult education enterprise. This might sound trite, but organizations, educational and otherwise, frequently underemphasize the important needs and interests of their clientele, real or potential, while giving their greatest attention to the organization itself. (3) The idea, then, behind the chart in this paper is that all activities, decisions, committees, advisory boards, _etc._, are to be directed to the student through the offices of the adult education director. (See Diagram)

NON-HIERARCHIC ORGANIZATION CHART


PUBLIC EDUCATIONAL SYSTEM
Classroom teacher
Adult Student
SS
SS
SS
SS
SS
SS
SS
SS
SS
A
A
A
A
A
A
A
A
COMMUNITY-AT-LARGE

A = ASSISTANTS & ADVISORS
SS = SUPPORTIVE STAFF
Shaded Area = A.E. DIRECTOR SPHERE

This diagram, roughly resembling a wheel, has at its hub, the adult student, and at its rim the adult education director. Outside of the rim is the hierarchy of the educational system and the community at large. Within the rim are the various committees and the individuals coordinated by the adult education director. The lines connecting the labeled boxes show cooperative rather than hierarchic relationships (with the possible exception of the line between the educational system and the director).

Besides providing an instrument which directs administrative attention to the student, the chart quite clearly delineates, and redefines the often decried role of the adult education director as "marginal man." The chart demonstrates that he actually occupies a strategic position, if not a comfortable one, in the influencing of programs for the adult student and gathering support for his program.

Deppe (1) asserts that the effective director should enjoy and exploit his marginal position because nowhere does anyone have such an opportunity to be in such close touch with the community one serves than at the boundary between community and system and between school and administration. A second aspect of the philosophy, therefore, deals with the relationship between the community-at-large and the individual student and how the adult education director may help to bring each to the other.

Often, the community is represented by civic organizations, service clubs, and others which fairly well profile Johnstone's and Rivera's description of the usual client of adult education programs (4). That is, the adult education student is white, middle-class, reasonably well educated, protestant, and financially comfortable. Certainly, attendance in adult classes by this population should continue to be encouraged and appropriate curriculum should be offered. However, some of the director's attention must be directed toward those in the community who, for one reason or another, do not attend such programs yet need to more than the previously mentioned people.

While maintaining good relations with the expected attenders and their organizations, the adult education director needs to go into the community and attempt to reach those hard to reach individuals in order to bring them, if they want, into the center of the chart.

Since reaching people is most convenient and effective through organizations, the director might very well heed Douglah's (2) advice and try to create community organizations that will give attention to the hard to reach people in the community. The efforts of the director in this area should, of course, be backed up by sound curriculum designed to meet the needs of the people from basic literacy through driver education.

A third commitment that could be included in this statement is the commitment to sound teaching and curriculum within an adult education program. The director's approach to quality education should not be much different philosophically from any other educational administrator who directs his attention to the student rather than the "organization." The adult education director should be judicious in his selection of teaching and advisory staff, of course. But, moreover, he should cultivate the resources helpful to his program quite vigorously. That is, he should be aware of his own limitations of knowledge and draw upon sources, intellectual, commercial, and otherwise, to help in the development of quality curriculum.

Whether or not such resources can be used directly and continuously in the classroom, is of no immediate importance. There are many ways that these wells may be tapped such as, advisory committee work, in-service teacher training (workshops, lectures, e.g.), public lectures, and even identification of educational needs.

To summarize, the philosophy suggested in this short presentation is nothing very new and revolutionary. It is based on three fundamental commitments:

1) Governance of the continuing education enterprise, at least from within the adult education portion of the larger educational system, should be directed toward service to the individual student.
2) Since students are drawn from the community, that community should be part of the enterprise and the director should be in constant touch with the community. He should define his "margin" as the area in which he functions as both a representative of the "system" and a representative of the community.

3) the adult education director must recognize his own limitations as concerns various curriculum offerings, and seek expert advice and assistance in providing quality education.

In short, the adult education director should function as a leader even more than he functions as an administrator.

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ADULT EDUCATION IN BUSINESS AND INDUSTRY

Maria Lucia Posada

> "It is possible that we are now witnessing ... the birth of a third great educational force of far-reaching consequences... This third innovation is adapting civilization to a new technological era, the ultimate consequences of which stagger the imagination. Nor is this merely an adjustment to mechanical wonders. It is an integration of new technical skills with revitalized human relationships, envisaging a world augmented not only in material comforts but,more important,in spiritual values".
>
> from Harold F.Clark and
> Harold S.Sloan
> Classroom in the Factories

INTRODUCTION

Continuing education is not,nor should it be,confined to schools, colleges and other "educational institutions". The fact is that educational institutions for adults and out-of-school youth may be employers,churches, unions,military service schools,correspondence shools,community agencies,or a host of voluntary associations as likely as schools and colleges.[1]

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[1] Michigan State University,College of Education,An Area Approach to Continuing Education , Educational Services Series,Number 16 , August 1967

Business and industry as any other institution in the community have a shared responsability in the educational enterprise;they could make important contribution to the quality of personal and community life through continuing education. Employers,therefore,should facilitate the means by which their people can reach their highest possible usefulness and self-realization as individuals and as workers. Since the factory or working place is the setting for a great part of a person's life,they are responsible for helping the working community to identify,study,understand,and meet problems as they arise,not only in the factories but in the social context of which they are influencing and vital parts. Thus, business and industry may be considered as continuing education institutions,although they are not principally educational in purpose but significantly involved in continuing education.

> "In a simple world,one is educated by 'doing what comes naturally'. Man learns in the daily routines of life to do and to make whatever his simple world requires of him.His life is good or not good, depending largely upon what he can do and make.One literally makes a living.
>
> In a more complex world,schooling becomes a part of education.Life is lived in new circumstances.Its quality depends heavily upon the job he is able to secure and the money he is able to earn.One literally earns a living.
>
> In a world which is daily new (and ours is) in which we move freely from "world to world",where our personal and public choices hold so much of promise and of threat,where we are,in the psalmist's words "little lower than the angels", who can claim to be fully educated ? The quality of our living-personal,community, and national- hinges upon how we choose; and our choices hinge upon what we have learned, and how recently. We literally learn our living.
>
> Literally millions of Americans can have,do,and be whatever they choose to have,do and be ! The key is in the choosing. And our choosing depends upon our learning. 2

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[2] An Approach to Continuing Education, op, cit.

This chapter concerns the scope and importance of the educational activities conducted by business and industry in America. It attempts to make a brief review of these educational programs and to assess its needs and responsibilities in the planning for and implementation of a continuing education program in these areas of the community life.

Adult education in business and industry is a large and expanding area of activity. At the start of this century apprentice training was the major formal activity and this, together with less formalized learning on the job, seemed to meet the needs.World War I brought an interest in supervisory training and the development of vestibule schools to provide faster and better job training. Formal education requirements were not thought too important and generally the schools,colleges,and universities were expected to provide needed personnel. World War II created a crisis for which million of persons had to be prepared to take on new and greater responsabilities. Business and industry likewise found it necessary to undertake large scale educational activities. The "J" program, Job Instruction Training, Job Methods Training,and Job Relations Training, were developed by the War Manpower Commission as the "Training Within -Industry" program. Job skills had to be taught and supervisory personnel had to be trained.

The growth of the new industries,the changing technology of old,automation, the increasingly compeition of American products with foreign-made products in quality and quantity both here and abroad,and changing organizational requirements for supervisors,managers,and specialists have continued to face people with the need for more knowledge and skills and,business and industry with problems of obtaining adequately prepared personnel. These pressures have forced business and industry to have a major concern with educational activities. While no general agreement exists as to what the relative responsabilities should be, it has become clear that schools,colleges, and universities can not be expected to provide all of the people needed.Neither are they able to provide for the retraining or up-grading of persons already employed. The numbers of individuals involved, the variations in the specific job requirements,and the unique needs of each factory personnel are too great. To meet this need there has evolved expanded educational activities carried on in part by business and industrial organizations themselves and in part by outside agencies; at the same time,expanded adult educational programs are offered by schools,colleges,and universities,and other groups.

SCOPE OF EDUCATIONAL PROGRAMS

There has been a change in the scope of programs and also an increase in the numbers of persons involved in educational activities."The notion that education ends with a college degree is completely untenable in industry today. Colleges and universities are doing what they can to provide basic technical, managerial,and liberal-arts training as well as specialized instruction in graduate programs,seminars,and institutes, but the pace is so rapid that educational institutions removed even one step from the reality of production are frequently lacking in both equipment and experience.Just as the center of research,during recent years,seems to have shifted from the universities to industries,so the trend in this more functional type of education appears to be in the same direction."[3]

Employers increasingly have given time,equipment,facilities,and financial rewards to encourage workers to continue learning; factories today have classrooms,organized programs of studies,faculties,textbooks,examinations,and even graduation exercises with diplomas,The educational budgests are considered as an investment with both short and long range benefical effects.

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[3] Clark Harold and Sloan Harold, Classroom In The Factories, New York University Press, N.Y. 1958

The aim of education should be the conception of the individual as a whole; an indivudual with all his potencialities and his needs; an individual who needs physic,intellectual,emotional,and moral and spititual growth.As John W.Gardner stated: " what we must reach for is a conception of perpetual self-discovery; perpetual reshaping to realize one's goals,to realize one's best self, to be the person one could be.This is a conception which far exceeds formal education in scope.It includes not only the intellect but emotions, character,and action. It involves not only the surface,but deeper layers of tought and action.It involves adaptability,creativeness,and vitality".

Continuing education,it was agreed,should consist of educational opportunities for adults and out-of-school youth related to their:

desire to enrich life (liberal education)
rights and responsabilities as citizens (public affairs education)
home and family life
vocation and profession
need for high school diploma
need for basic education
need to learn the arts of recreation

It was also agreed that the kind of continuing education needed by any particular person would depend upon the amount of formal schooling he has successfully completed.[4]

The form of continuing education may be a course taken for credit,intensive study without teacher or classroom,informal instrunction on the job,dancing school, a correspondence course, instruction by a social worker or public health nurse, or a great books discussion group in the public library.[5]

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[4] An Approach to continuing Education, op,cit.

In a general way, these educational programs may be grouped as follows:

A On-the-job Training

Job training takes place at various levels ranging from unskilled or semi-skilled jobs, through skilled jobs and technicians' training. Job training includes the following programs:

1. Orientation of new employees:

> "Two workers were doing identical jobs on a construction project. A passer-by asked one of them what he was doing; the worker replied " I am carring bricks". The passer-by then asked the second worker what he was doing and he answered "I am building a cathedral".

Today there are few establishments of any size without an orientation program of some kind. This program varies in time of training and in content according to the rank of the people attending the program. The program may consists of: an official welcome, an explanation of company rules and policies, followed by instructions, and helpful information. For highly trained technical positions, it may continue as long as two years, during which time the new employee is rotated from one position to another, thus becoming acquainted with the activities of the corporation as a whole before being assigned a permanent place in it. In such cases, orientation supplements an integral educational training program. For others, a week or so may be given over to getting acquainted before regular position is assigned or formal training begins.

Other industries have a week orientation period during which observations and lectures cover a cross section of all the important operations, policies, and plans of the company. The history of the corporation is reviewed, its various products and markets are explained, its organizational structure is analyzed, and its future plans and objectives are outlined. The men learn about the company's various plants, their locations, size, and what each contributes to the organization as a whole.

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[5] An Approach to Continuing Education, op.cit.

To incorporate the worker into his new work community is a continuous educative process, and a very important one. This process begings with the orientation program; with a good orientation program, each man sees himself not as a isolated individual performing tasks more or less meaningless when viewed apart from the whole but as a vital part of a closely integrated organization to which his own effort make a significant contribution.

Finally, a technical orientation is given to the new worker until he is familiarized with his new work, equipment, process, etc.

2. Upgrading of old employees:

Upgrading of old employees is another program to permit them to do new jobs; any promotion to a better job requires new techniques and skills; to be promoted to a more important job, with a better salary, and more responsability and authority is an aspiration of every man; the industry by facilitating these programs is showing its interest in the growth and progress of each one of its employees; this fact gives security and functions as an incentive to the employees.

3. Keeping up to date:

In addition to this program, several industries have a Keeping Up to Date program. Once inducted into the technical intrincacies of a given industry, there is the problem of keeping abreast of the new inventions, imporved methods, and pioneer developments constantly emerging from research and experience. "Few workers at any level can safely go five years without serious effort at job improvement.For many,five years would spell catastrophe; it must be a continuing process.Each working person face the possibility of greater productivity and pride if he keeps trained for his job-- and the awful prospect of becoming obsolete if he fails to do so."[6] Societies,technical publications,and informal contacts all contribute,but many companies provide a more systematic and formal procedure to keep the people informed.To this end,some companies provide seminars,lectures,discussions,libraries,and short courses at universities or specialized isntitutes.

4. Formal Apprentice Training:

The most elaborate job-skill program is the formal apprentice training requiring years of time and involving both planned on-the-job training and off-the-job related instruction.

B Foreman and Supervisor Training:

Basically this program for supervisors is designed to equip individuals for the job of managing the work of others;in addition to providing technical knowledge needed,it usually includes material concerned with administrative activities and with problems encountered in dealing with people. Since supervisors are the first line of management,and because the represent the inmediate and direct authority in the factories,their constant and progressive training is very important; they must know how to understand people,their needs,problems,and emotional conditions; at the same time,they must know at least, the minimum general principles is psychology and education to be able,by working with their people,to use the common errors and mistakes as positive learning experiences,instead of frustrating ones.To give work satisfaction means more than a mere livelihood,even at high wages; it implies physic income,a sense of participation,of being needed,of playing a significant role in some worthwhile undertaking,and the realization that there exists an opportunity for growth and development to the utmost extent of one's capacities. That all the above ideas can be a reality depends to a certain extent upon the supervisers,because they are the ones who have direct and permanent contact with the workers,and are supposed to help them in every possible way.It is said that the supervisors only can succeed through the succees of the people under their orders.

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[6] An approach to continuing education, op,cit.

A supervisor training program may include,among others,the following subjec matters: new demands of the supervisor's job, analysis of the four basic drives common to all human beings acting in group: (1) belonging (2) recognition (3) new experience and (4) security; organization, communication, human relations, labor turnover, changing through learning and teaching, planning commanding, controlling, improving, reprimanding, handling complaints, employee counseling, periodical rating of employees, conferences, group dynamics,self-analysis,etc.

C Management Development:

Because the concept of management is changing as well as the demands made on the managers,many companies have educational programs concerned with the development of executives in their present conditions and with preparing them for movement to higher management positions,The wide variety of responsibility of individuals and the lak of clear concepts of what a manager must do and what education and experience he needs have resulted in a maze of programs and approaches.Some of the largest firms have distinguished between various levels of management and have two or more programs for executives at different levels.But in general,educational activities at this level tends to include certain areas of administrative and human relations education that are similat to those contained in supervosiry programs, but the concern is generally at a more complex and abstract level.Considerable work at college level is included in technical,business administration,and human relations subject areas; to an increasing degree interest has also developed in liberal education .

Since these executives have the last word in the decision-making process within their industries,and having also as a function to determine and in some cases to approve the general ans social policies affecting no only all the employees but the corporation as a whole,their training as well as their experience and capacities are of major importance.

D Technical and Professional:

Some firms have specialized work which requires additional training beyond that normally possessed by persons generally competent in a technical area.This type of educational program has been developed to neet this need, and it is usually a combination of a core program for all,plus special educational opportunities based on individual needs. This work is generally at the graduate college level and it is provided through a misture of in-company and out-company educational work.

> "It is perhaps true that no single group in modern life stands in greater need of adult education than the experts,specialists,those who continue to know more and more about less and less"
>
> From The Meaning of Adult
> Education
> by Eduard C.Lindeman

E Special Educational Activities:

Many business and industrial firms undertake some special educational programs which may be integrated into one or more of the above programs, or they may be offered separately on either a required or optional basis. This special category includes: economic education, programs for developing reading skills, report writting courses, courses in creative thinking, and public speaking coutses. The newest and fastest-growing subject is political education.

F General Education:

It is to be expected, of course, that most education conducted by industry will be company-oriented to some extent, for this reason many of the above educational programs are designed to meet needs which are determined primarily in terms of organization appraisal. Nevertheless, and in addition, some organizations provide a general education programs offering a variety of courses which employees and their families may take on a voluntary basis. Such work may be considered personal development.

The following subjects are examples of courses under this category and that can be developed for workers in business and industries; parent education, family financial management, maternal and child welfare, family planning, family relations, health and safety, recreation, arts, and so on.

When condirering the employees' needs, aspirations and expectations in order to provide appropriate general educational programs, we can not separate the employee from his family. Moreover, the employee's fulfillment or frustration in his family life affect directly his performance on the job. By incorporating or relate the employees' family into the educational enterprise we are working toward a more meaningful working community and contributing to the family growth.

Finally,other general educational services can be offered by employers such as: library in the factory, scholarships, felloships, and loand not only for the employee but for his family too.

PROGRAM COORDINATION

There is little unirformity in the programs carried on in different companies which have grown and developed primarily in response to needs as seen by specific organizations.Being in a dynamic state,corporations' educational programs reflect various approaches to the problem and the diverse circumstances surrounding each corporation and product.Nevertheless,everywhere,there is keen awareness of the acute need for training personnel,for keeping abreast of the times,and for maintaining a flexible organization. The conviction that the answer is to be found in an educational program is common enogh,but there is no typical organization,no standard procedure. No much has been done to date in the standarization of programs content and teaching methods and techniques.

In small organizations the number of individuals requiring certain educational work at the same time would be so few as to make in-company programs not feasible; as a result of these factors,most organizations utilize some combination of in-company and out-company education programs.Among the largest firms, geographic decentralization of activities would cause problems even if a complete faculty could be obtained.

Out-of-company education,supported by the company,may be basically of two types -credit or non-credit. To an increasing degree many organizations have committed themselves to pay all or part of the tuition costs for persons working for credit. On the other hand,a considerable range of non-credit courses is available in many public institutes and other agencies in the community.Many of these organizations are also willing to develop a special educational offerings is the cost is underwritten by the requesting company.

"Currently the most perplexing problems in adult education in business and industry exist in the field of management and executive development and professional and technical training.The very nature of these activities,the flexibility essential to make the programs effective,the level of instruction required,and the consequent qualifications required of those providing it,make these programs more difficult for firms to develop themselves than is true in some of the more traditional types of programs or in some of the more specialized programs".[7]

The question of the relationhips between the programs of outside organizations and the programs of individual firms has not been clarified.There is a considerable overlap and duplication in the activities carried on by these different organizations. Since many agencies and associations in the community, not just schools and colleges,are engaged in continuing education, the cooperation and coordination among them are essential if the goal of education is to be pursuited.By working closely,referring clients to each other,drawing assistance from each other,sharing efforts,information and experience the development of all the educatio_nal programs in the community will be easier and the programs more effective and efficient.

Public agencies,private and voluntary groups,businees and industry,labor unions,churches,and faith-based groups and other community resources such as libraries,etc. have an unique contribution to continuing education process. Having the schools,community colleges,and universities the primary responsibility for education in the communitymcoordination and cooperation between these educational institutes and the other community agencies is essential for careful planning, institutional commintment, and consistent support of the continuing education enterprise. Without this coordination,regularized communication,equitable sharing of resources,maximum use of limited professional and technical resources,it will be too difficult an appropriate response to the educational needs of the citizens in a changing and challenging community.

Thus,we can conclude that creative and coordinated plans in local communities are needed at this level.

QUALIFIED PERSONNEL

A further problem is the provision of qualified personnel for the responsabilities involved in these educational activities. An educational department or at least an education officer should exist in each factory; this person or group of persons who have the responsability for planning,organizing,coordinating and directing educational and training activities should be professionals in education,wi th enough skills,preparation and good experience in Industrial envirionment.About the planners Pearl Buck saids: "The persons who have the greatest scope of influence today are the program planners...He has to combat not only ignorance but the reluctance of the average mind to be informed rather than amused...It is an old educational truth that nothing is taught where there is not the will to learn. The program planner must learn the skillful art of giving the people what they need to know and endeed must know,while he is giving them what they want.It takes a high integrity,a profound knowledge of people and where they are,as well as the techniques of popular education,to be a good program planner."

There are also considerable problems in terms of the qualification of the individuals assuming the responsability of teaching the training or educational courses in business and industries.This problem is more common when working personnel of the same factory is designed to carry on the training programs and courses without any previous preparation and experience in teaching-learning techniques.

CONCLUSIONS

A better coordination of programs with other agencies and educational institutes in the community as well as an extension and improvement of the educational programs in business and industries is still a goal to be achieved.

More professionals in education and good teachers with experience in adult education are needed for those programs.

When human beings are properly prepared,motivated,and treated,productivity need cause little worry. Of course,personal development must of necessity be self-development,but motivation is often necessary,encouragement can speed up the process,and periodic evaluation can provide a continuing stimulus. Industry may supply these aids through planned,systematic educational programs,some extensive,others less so,but all with the common objective of making personal fulfillment and development a continous life process.

Training courses and educational programs,conceived and conducted by the companies,may be flexible,organized as needs develop,and altered as conditions change. A systematic analysis,and evaluation of these programs will lead to determine additional and new needs and to develop new programs.Education thus becomes a continuing process,a way of life.

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Continuing Education in a Learning Rural Community: U.S.A.

by Maria M. de Colon

Since 1920, almost 68 million people in the U.S. had moved from farms to non-farm areas. Traditional agricultural societies have transformed into modern urbanized areas. Great technological changes, highly developed economic enterprises and social organizations, mechanizaation of industry etc. has brought with them changes that have affected in one way or another the life of the individuals, family and community.

The United States has become an urban society, many aspects of the rural society and the rural life are changing and will continue changing.

Larson and Rogers have pointed out that as any society develops from traditional to modern, six major changes occur: (8, p.60)

1. A more developed technology with a more complex division of labor.
2. Higher levels of literacy and education.
3. Cosmopolitan rather than localistic social relationships, with a breakdown of kinship relations and locality ties.

4. Less primary and more secondary social relationships.
5. A greater emphasis upon economic rationality.
6. An increase in empathy or open-mindedness toward new roles.

An application of these six steps in the development process to U.S. rural society leads to the following major alterations in the rural society. (8, p.60)

1. An increase in farm productivity per man has been accompanied by a decline in the number of farm people in the U.S.
2. Linkage of the farm with the nonfarm sector of American society is increasing.
3. Farm production is increasingly specialized.
4. Rural-urban differences in values are decreasing as America moves in the direction of a mass society.
5. Rural people are increasingly cosmopolitan in their social relationships due to improved mass communications, transportations, and the realignment of locality groups.
6. There is a trend toward a centralization of decision making in rural public policy and in agribusiness firms.
7. Changes in rural social organization are in the direction of a decline in the importance of primary relationships (such as in locality and kinship groups) and an increase in the importance of secondary relationships (such as in special interest formal organizations, government agencies, and business firms).

Analyzing the direction of these major alterations and changes in the American rural society, we can realize that they are most oriented to those groups that contribute more definitely to American abundance, but not all the rural population is affected by this transition, there are groups in the rural areas to which technological advances in industry have led them to more unemployment and poverty because they have not taken adequate counter measures.

Leon H. Keyserling pointed out that of the 34 million U.S. poor 15% live on farms. "In 1963, the median income of non-farm families was $7,644 while that of the farm families was only $4,107. More than 43% of farm families live in poverty, contrasted with 17% of all non-farm families." (5, p.56)

Farm poverty was concentrated among the so-called non commercial farmers, whose farms are so underdeveloped that they have not joined in the technological advance. A substantial part of the farm poverty, and a large part of the income disparities between farm families and others exist among the so-called family-type farms. (5, p.57)

It has been noted that the income used to denote the top of poverty level are too high to be applied to farmers and that it is really the level rather than the cost of living that is much lower in the farm than elsewhere.

"In 1961, 46% of all farm workers earned less than $5.00 a day and only 17% earned $9.00 a day. Coupling this with the very low average number of days worked per year, the average annual money wages of nonmigratory farm workers was less than $1,100 and of migratory farm workers only about $900. For women, the average for nonmigratory workers was $326 and for migratory workers $340." (5,p.56) The farm population besides their poor personal income, limited public services, bad housing conditions, poor nutrition and illnesses, educational and advancement opportunities are much more limited than in the sub-urban and urban areas.

The report by the President's National Advisory Commission on Rural Poverty, has brought to public attention the great problems facing the rural America. The special paper of the Rural Manpowers Center, Poverty and Income in Rural America have pointed out the increased awareness and public attention that has been given to the rural poor or the "people left behind."

The Agricultural Extension Service has reported work in the Michigan rural areas with low income families that even their economic resources are scarce for providing enough food for the family. These different situations reflect that there are rural groups in American society which are denied from that sense of participation in progress which other more affluent rural groups actually enjoy.

These groups are the ones which have called my attention and for the ones I believed continuing education plays a determinant role in their individual and community growth.

It has been said that in many ways the rural community is similar to the rural personality. If a person decides to learn, to change or to act he can. "Social scientists sustain evidence that the most significant and lasting changes in human behavior are achieved producing changes in their environment rather than by the direct instruction of the individual." (6, p.278)

The individual is more able to develop attitudes and skills of civic participation when they live in a community which provides them the opportunity for rich and rewarding civic participation, than by attending a series of lectures on a subject.

But this conscious and spontaneous civic participation can not be achieved if the rural people are not aware of the total problems that rural America is facing now, if they don't understand the factors that are influencing their lives, so that they can perceive different and desirable alternatives for improving their situation and manage their own lives.

It is my belief that continuing education in the local community must go under life conditions, oriented toward the environmental demands. "It would be perceived as serving a clientele not only of individuals but organizations and total communities" (6, p.278) "it would be concerned with "teaching" organizations and communities to plan ways of work that will not only get things done but also will further the growth of persons. (6, p.278)

Traditionally adult education for disadvantaged adults has been planned, according to someone else social reality, and many of them resemble programs planned for children in which the important decisions about what to learn are out of the hands of those to be educated.

It has been said that most of the programs are "upside down," serving the affluent society that offers them, rather than being sensitively related to the realities and concerns of the learners.

Haggstrom, sustains "that a major object in educating the poor is to control them, while the purpose of education of affluent adults is their self-realization." "They are taught to be docile and not endanger public safety or the public treasury." (3, p.149)

Continuing education at the local community ought to provide the opportunities for the adult learner to see his position in relation to the organizations and agencies at the local level, and utilize to the maximum their resources so as to increase alternatives and improve the quality of their decisions.

The programs for the education of adults ought to be centered around the developmental tasks of the adult learners, as they move through their life span. Their interests and felt needs and around problem areas or questions rather than around fragmented subject areas.

The needs of the individual and the rural society can no longer be met by traditional education and methods distorted with the realities, and concerns of the adult learners. Many adults cling to the notion that the education that was good for them is good for their children, but if they don't realize by their own educational opportunities and learning experiences and confront themselves with the fact of obsolescence, they will continue accepting with conformity and familiarity their past experiences being as good for them as for their future generations.

Adult education ought to provide the experiences and situations that will enable the individual and the society to realize the undiscovered power of their potentialities.

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Continuing Education and Community Services: A Juxtaposition

by
Dean MacLeod

A juxtaposing of the continuing education and community services movement, reveals an effort to fill present-day societal needs. This juxtaposition is best viewed by looking at, in turn, the following elements of the continuing education and community services evolution: definition of terms, historical development, and fulfillment of societal needs.

The truest statement that can be made about a recent definition of continuing/adult education is that it varies. Non-descriptive as that statement is, it is nevertheless indicative of the numerous attempts to reach an agreeable definition. One difficulty is to distinguish between the two most frequently and interchangeable terms: adult education and continuing education. However, that is a formidable task and, perhaps, an unnecessary one. For it is clear that often the two terms adult education and continuing education are used synonymously, and the nuisances between them are minuscule. For my purposes, they are synonymous.[1]

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[1] See Continuing Education Defined, Class Handout, Prof. Kleis, Michigan State University, 1970.

Adult education, as defined in Planning for Public School Adult Education in Michigan, suggests that it is "...those (programs) offered for adults who have passed the compulsory school attendance age and have left formal schooling, be this at the 6th grade, 12th grade, upon college graduation or at any intermediate point along the way".[2]

A broadened definition is offered by Robert J. Blakely, Vice-President of the Fund for Adult Education, where he suggests that, "whatever interests free citizens in a free society is subject matter for adult education".[3] Coolie Verner,[4] would hesitate to see adult education in such relative terms. He believes that the defining of the term is a basic concern and the question that should be addressed is whether the entire game of learning for adults is realistically a proper concern of adult education. It is as though there are, then, no parameters. Without parameters it can be argued that an adequate theory base from which to operate is necessary for growth. It would, he states, "...interfere with the construction of adequate theory and the development of systematic research through which the body of knowledge accumulates logically with internal consistency".[5] He thus proceeds to break down in detail the varying concepts of adult learning and education. It is apparent that the definitions of Blakely and Verner create an interesting polarity. This polarity of definitions is representative of the struggle going on to find workable terms. The problem becomes one of finding words that are specific enough to provide a functional base for continuing education yet are broad enough to be comprehensive. A recent and acceptable definition is offered by Prof. Kleis, Michigan State University:

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[2] Bartlett, Lynn M., Superintendent, Planning for Public School Adult Education in Michigan, Bulletin No. 428, Department of Public Instruction, Lansing, Michigan, 1960.

[3] Blakely, Robert J., Adult Education in a Free Society, Brookline, Massachussetts: Center for the Study of Liberal Education for Adults, 1966, p.p. 7.

[4] Verner, Coolie, "Definition of Terms", Outlines of an Emerging Field of University Study, eds. Gale Jensen, et. al., Adult Education Association of the U.S.A., 1964.

[5] Ibid., p.p. 27.

> Continuing education may be defined as any deliberate effort of a person, whose principal occupation has ceased to be that of a student, to seek learning as a means of developing potential or resolving problems in himself, his institutions, or his community, or the deliberate effort of another person or an institution to produce such learning in him.[6]

It is this definition that is used when reference is made to the terms adult/continuing education.

The struggle for definition can be seen as a present and positive result of a long history of growth, for the need of definition emerged now that continuing education is viewed as important and viable. A look at this emergence is informative.

Hallenbeck[7] points out that if one traces the earliest adult education programs far enough, it would be possible to start among primitive people. Tribes, anthropologists report, often had their young people go through "rites of passage" so as to be full-fledged members of the adult society. Before their acceptance, there were often ceremonies, speeches, and periods of instruction (our equivalent of Americanization, eg., saluting the flag, moving from one grade level to another, etc.) through which the young persons must pass. And once beyond these rites, they were further trained as adults within their society. Suffice it so say, the education of adults has a history nearly as old as mankind. But it is the historical development of the adult education movement in the United States, and particularly those of the past twenty years, that are more directly of interest.

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[6] Kleis, Russell J., University Lecture, Seminar in Adult Education, Summer 1967, Michigan State University as quoted by Gunder Myran, The Structure and Development of Community Service Programs in Selected Community Colleges in the United States, A Doctoral Dissertation, 1969.

[7] See Hallenbeck, Wilbur C., "The Role of Adult Education in Society", Adult Education: Outline of an Emerging Field of University Study, Chapter I.

Briefly, adult education is traced back to the colonial era where-although highly unorganized and diversified--the adult educational movement first germinated. Its basic seeds, perhaps, can be found in the spirit of this country's conception, for it was here that the idea for the institutional forms began. As Malcolm S. Knowles shows, "... the seeds of certain institutional forms were planted at this time. And certainly the basic spirit of the 'American Dream'--the notion that every person can get ahead if he is willing and works hard--which has so greatly influenced the youth of adult education in this country began to develop during this period."[8] From this small embryo began a slow fruition.

Shades of adult education were begun by Benjamin Franklin in the Junto Club. Here there would be regular evening meetings to discuss morals, philosophy, etc. Franklin influenced the eventual development of adult education in this country, for "...it was through all his writings, and by the example of his life, Franklin ingrained deeply into the American stream of thought a compulsion toward self-improvement which has exerted a dominant influence on the American attitude toward continuing education."[9] And so from the early seeds of institutional form, to the embryo of the 'American Dream' began a new proliferation of the continuing education idea. Later, this idea took other institutional forms: libraries, unions, lyceums, popular reading and public libraries, voluntary associations and agencies, churches, and agricultural education.[10] All of these became an integral part of our present-day adult education scene.

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[8] Knowles, Malcolm S., "Historical Development of the Adult Education Movement in the United States", Handbook of Adult Education in the United States, ed. Malcolm S. Knowles, (Chicago: Adult Education Association of the U.S.A., 1960), p.p. 7.

The turn of the century found increasing concern for and a maturing of the many institutions who now began to take a more active role in extending themselves toward becoming a part of the adult education movement. Illustrative of this is a speech by University of Wisconsin's president, Charles R. Van Hise in 1915 who concluded: that the university must be a part of the extension function and that it must be of more service and "...carry to the people the knowledge which they can assimilate for their betterment along all lines."[11] And so, there began a gradual maturation of the adult education movement within the institutions. There began a shaping and developing of education which came to serve new needs of people in the approaching modern era.

The work "change" is appropriately contemporary. For unlike the past, the new society demands the ability to handle changing problems,

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[9] Ibid., p.p. 8.

[10] Ibid., p.p. 9-12.

[11] Van Hise, Charles R., "The University Extension Function in the Modern University", First National University Conference, Madison, Wisconsin, March 10, 1915.

problems, that are created by population growth, technological expansion, to racial confrontation. This new society will demand from people a high degree of flexibility and an understanding of oneself in this complex megoloplois. Hallenbeck appropriately points out five characteristics and their ramnifications of the present world toward which we must learn to address ourselves: 1) rapidity of change, 2) dominance of technology, 3) intensity of specialization, 4) complexity of human relationships, 5) vastness of opportunity.[12] Even knowing the direction of societal change, we are left to answer the question: What, then, becomes the specific function of continuing education to help fill these needs?

Hallenbeck, quoting other studies, provides a listing of functions toward which adult educators need to address themselves. The following is a suggested list of representative systems for organizing the functions of adult education:

1. Remedial, Vocational, Relational, Liberal, Political (Lyman, Bryson)
2. Remedial, Assimulative, Mobility-Promoting, Compensatory (Floud and Halsey)
3. Major emphasis on "developing responsible citizens in a democratic society." (Robert Peers)
4. Expanding communication skills, Developing flexibility, Ability and Willingness to change, Improving human relations, Facilitating participation, Expediting personal growth.[13]

In summary of the above, Hallenbeck states:

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[12] Hallenbeck, Wilbur C., "The Function and Place of Adult Education in American Society", Handbook of Adult Education in the United States, ed. Malcolm S. Knowles (Chicago: Adult Education Association of the U.S.A., 1960), p.p. 30-35.

[13] Hallenbeck, Wilbur, C., "The Role of Adult Education in Society", p.p. 12-13.

> The role of adult education in American Society is twofold: 1) to keep the social, political, and economic machinery of its dynamic civilization in operation; 2) to inspire, induce, guide, and teach adults in all phases of personal development and enrichment so that each individual can work out his own way of living, and of finding meaning in life, his own approach to realizing himself as an individual.[14]

There should be an attempted marriage of societal needs and the role of adult education in America.

It is a grand effort for adult education to help the individual reach his highest usefulness and self-realization, while at the same time advance society. The Department of Public Instruction in Michigan issued the following belief which stands as a good summary of the worth of the adult education movement:

> This committee believes adult education so important... that a comprehensive and diversified educational program for adults should be an integral part of every public community school system.[15]

Although no attempt is made here to relate the adult education movement to that of the community college, it is a tautology to say that they are by no means mutually exclusive. Rather, they both grew out of the same roots.[16] As adult education grew, it found a compansion in the community college movement. Here there were some philosophical and pragmatic points of agreement. As a result, there has been tremendous growth. Hillway (1955) reports that "nearly half of all the junior and community colleges in the United States operate programs of adult education, about a third of them...offering rather substantial programs."[17]

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[14] Ibid., p.p. 13.

[15] Public School Adult Education in Michigan, p.p. 9.

[16] See Hillway, Tyrus, The American Two-Year College (New York: Harper and Brothers, 1958), Chapter VI.

[17] Ibid., p.p. 126.

Some institutions[18] have continuing education programs that have more adult evening students than day students. And this has lead Sexon et. al. to contend that the logical place to house adult education is in the junior or the community college.[19] At any rate, it is clear that the community college and continuing education are partners in meeting society's needs, and that they emerged more recently as an attempt to meet those needs. Another program--community services--like the continuing education movement, also has many of its roots planted in the community college movement. Thus, to look at the historical development of the community college is, for the most part, to look at the historical development of the community service movement.

First, however, it should be recognized that the same definition problems that plagued adult education also plague the definition of community services.

Many definitions of community services have been offered, ranging from stating that community services is to meet specific educational needs of the community, to service the community beyond the regularly scheduled day, and to serve the community much as did the student activities programs. In part, these are all community service functions which help to define what community service is; yet, it is Ervin Harlacher, who conducted a California Survey of Community Colleges, Community Services, who came up with a definition: "Community services are educational, cultural, and recreational services which an educational institution may provide for its community over and beyond regularly scheduled day and evening classes."[20] Medsker offers another shorter definition: "...the various and special services an educational institution may provide for its community over and beyond formalized classroom instruction."[21] While confusion still exists over definitions, the present definition used is that of Harlacher. It should be noted that Harlacher never intended to prescribe a definition; for that reason, further work on definition of terms is being conducted by Gunder Myran, Michigan State University.[22] Hopefully, the results of his study will reveal a more usable definition.

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[18] Oakland Community College's continuing education programs has a total enrollment that exceeds that of 2 of her 3 campuses. See Oakland Community College, Community Services, Annual Report, 1968-69, p.p. 10-12.

[19] Hillway, p.p. 122.

Another increasingly popular definition used as a basis for community services activities is the taxonomy developed by Max R. Raines, Michigan State University. This taxonomy indicates the scope of community services. The general headings are Self-Development, Community Development, and Program Development Functions.[23]

A brief history of the public two-year college in America shows an amazing and unique growth. The public and junior community college is so popular today that its growth is increasing at almost one and one-half new colleges per week. By 1970 it is predicted that more than two million students will be enrolled in such institutions, and at this rate will mean more than fifty colleges per year will be in existence.[24]

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[20] Harlacher, Ervin L., The Community Dimension of the Community College, Report to the American Association of Junior College, November, 1967, p.p. 17.

[21] Medsker, Leland, The Junior College: Progress and Prospect, (New York: McGraw-Hill Book Company, Inc., 1960), p.p. 78.

[22] See Myran, p.p. 10-14, 64-65. See also, Myran, Gunder A., Community Services: An Emerging Challenge for the Community College, Community Services working papers, W. K. Kellogg Foundation - Supported Community Services Project, American Association of Junior Colleges, Washington, D.C., 1969, p.p. 1-3.

[23] Raines, Max R., A Taxonomy of Community Service Functions, College of Education, Michigan State University, East Lansing, Michigan.

During the first part of the 1900's, the junior college growth was sporadic. Some of them completely failed; others, that became associated with a university, continued to survive. Their difficulty seemed to be linked with their lack of identity and so were not recognized as either a part of the university or a part of the high school. As the thinking began to change, the junior college was recognized not merely as an extension of the high school, but rather a truly collegiate and autonomous institution. Thus, in 1922 the Association of Junior Colleges was formed and in 1925 came out with a definition of its purposes:

> The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates.[25]

The result of this statement caught the public eye, for it was a reflection of the pragmatic philosophy that was developing in education at that period in its history.

After 1945 the growth of the community college movement gained momentum and more than 200 of these institutions were built between 1952 and 1967 bringing the total number to 800 by that date. Presently it is expected that the total number will exceed 1,000 and will enroll close to one-third of all students attending institutions of higher education.[26] As the movement continues, it is recognized that more and more people are demanding an education. There is the feeling that education is a right, and that it is one of the few means by which they can become upward mobile. Thus, an ever increasing number of students will be turning to the two-year colleges for their experiences in higher education.

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[24] Gleazer, Edmund J, Jr., American Junior Colleges, 7th edition, American Council on Education: Washington, D.C., p.p. 4.

[25] Thornton, J. W., "Collegiate Grade", American Junior Colleges, American Council on Education: Washington, D.C., 1940.

[26] Thornton, J. W. Jr., The Community Junior College (New York: John Wiley and Sons, Inc., 1940), p.p. 53.

Like the history of the continuing education movement, the community college movement was designed to meet the need of the people. Blocker shows how the two-year college is an outgrowth of the philosophy which claims that:

> The American way of life holds that all human beings are supreme and hence of equal moral worth and are, therefore, entitled to equal opportunities to develop to their fullest capicities. The basic function of public education then should be to provide educational opportunity by teaching whatever needs to be learned to whoever needs to learn it, whenever he needs to learn it.[27]

The philosophy is the society has a responsibility to provide education to its people. Inherent in the philosophy is the concept of the "open door" admissions, low tuition, remedial and developmental programs, extensive counseling and guidance services, facilities and services accessible to all in the community, adult vocational and general studies programs, and strong community leadership and support.

Gleazer states these ideals of the college in this way:

> A good community college will be honestly, gladly, and clearly a community tradition. It is in and of the community. The community is used as an extension of the classroom and laboratory. Drawing upon the history, traditions, personnel, problems, assets and liabilities of the community, it declares its role and finds this accepted and understood by faculty, administration, students and citizenry.[28]

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[27] Blocker, Clyde, et. al., The Two-Year College: A Social Synthesis, (New Jersey: Prentice-Hall, Inc., 1965), p.p. 24-26.

[28] Ibid., p.p. 33.

The ideals that it portends to serve are varied and indeed a complex role for any institution. Fortunately, the community college is young without fixed parameters and, therefore, diverse. It can still innovate and change, and hopefully fulfill its promises to its people. Directly related to this movement was community services.

In its attempt to fill these ideals, community services like continuing education, emerged as a viable means to meet the increasing societal needs. To meet these needs, Harlacher identified the following objectives:

> 1. To become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the colleges' regularly scheduled day and evening programs;
>
> 2. To provide educational services for all age groups which utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district at large;
>
> 3. To provide the community with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems;
>
> 4. To contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time.[29]

While there are many subdivisions under each objective, they nevertheless serve as the most recent overview of needs to be filled. Another suggestion for meeting these needs is offered by Gunder Myran who lists three generalizations:

> 1. Permeation: A commitment to community services and sensitivity to community problems and potential should permeate all areas of the college.

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[29] Harlacher, p.p. 28-29.

> 2. Penetration: The community services programs become the "cutting edge" through which the college penetrates into community life and through which the total program at the college becomes increasingly more relevant to community work.
>
> 3. Education: Community Services in the community college is legitimate only to the extent that it is an extension or expansion of educational resources directed toward the social, economic, cultural, and civic needs of the community.[30]

These, then, are suggested means of guiding the development and implementation of programs.

An overview of the definition of terms, history, and needs of the continuing education and the community service movement has been informative. In both, there are apparent semantic difficulties with termonology; there are some differences in objectives, and there are many questions as to future directions. However, the similarities are greater than the differences. This similarity is found in the philosophical base from which the programs grew and in the service that they provide to fill these needs. In this way they serve as an integral educational and service function within the community. Working side by side they are viable forces greatly needed to enrich community living, encourage human dignity and aid in the maturation of human potential.

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[30] Myran, Gunder A., Community Services: An Emerging Challenge for the Community College, p.p. 7-9.

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The Community School Concept

By
John C. Bernard

This chapter will deal with the philosophy, rationale, and functions behind the proposed community school in Learning City. It will not describe the methods of implementation nor evaluate the effectiveness of community school programs. Neither will it attempt to build a structure of a community school within the existing Learning City organization. It is only a rationale for adoption of the community school concept at Learning City.

The Philosophies, Rationale, and Purposes.

It seems necessary and wise to propose a general definition of community school education as a basis for discussing community schools. It is by no means an exhaustive or inclusive definition because community education means different things to different individuals; but this will serve as a reference point. "Community education is a process that concerns itself with everything that affects the well-being of all of the citizens within a given community......this includes both the traditional concept of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the development of facilities, programs, staff, and leadership toward the end of improving the entire community." (Hickey, p. 31)

There needs to be a catalyst in each community to integrate it to meet the issues of the community. Since the school cuts across more segments of society than any other institution, it therefore becomes a most logical organism to become the catalyst in the community for resolving problems particular to each community. As a catalyst, the school serves to bring about a sense of community by identifying mutual concerns and interests within the community. Many times this has to be done in a community where no sense of mutual relationships exist. It is from these mutual relationship that communities are defined and developed, not from physical boundaries, per se. From primary communities, larger communities develop, but always maintaining the basic or primary community mutual relationships. This school reaches beyond the bounds of traditional neighborhood schools "without busing", because the entire community (town, city, county) and its resources become learning resources either brought into the school room or learners go to where the resources exist.

The community school can become the bonding agent or coordinator of all functions of service in the community. It is a natural organization to serve as a vehicle for communication between the segments of society because the perceived role of education is to bring about learning in many areas of society. The school becomes a human development laboratory in its full realm of service to all people. It becomes a place where all people of all races and socioeconomic backgrounds work, study, and play together for unity within the community. Its purpose is to be a "grass-roots" education that fulfills many human wants and needs to gain as great of degree of self reliance and actualization as possible. The community school extends itself to give "guidance to a changing community" by acting as a coordinating agent among the other institutions in society and not as the final arbiter.

The community school curriculum "encompasses all the program of action" and learning from early each day until late at night each day for the entire year. Therefore, the need is present to "bury the dichotomy of the regular K-12 program" and a separate "community school program". The curriculum is all learning experiences of each student as a whole. It is a continuum with one segment not to be separated from its effect upon another segment in an individual's life. The curriculum then becomes the servant of the needs and wants of the people and thus brings unity to the community. "The curriculum becomes life-centered in nature and attempts to bring the community resources into the classroom to focus attention on the problems here and now." (Totten, p. 6) Therefore, the curriculum must be designed to help individuals bring about personal-directed change in the behavior, attitudes, etc.

The community school concept assumes the idea that learning takes place in each waking hour and therefore, the traditional school hours are only one segment of the individual's waking-learning hours. Also, it preempts the fact that the school must close for periods of vacation. It understands that the schools should be available for use by all people of all ages, races, and creeds. From this, it follows that the community school encompasses the total school program or learning experiences of all people in the community. The community school starts the educative experience before formal schooling (age five) and extends the learning experience far beyond the traditional school years.

The student body is comprised of everyone who engages in a learning experience under the sponsorship of the school. The community school also purports to meet the needs of the great mobility of citizens who bring in various individual differences and backgrounds. The philosophy of this school presupposes that all within the community have an opportunity to serve on committees and "have a voice in the organization and work of the school itself." Thus the constant input from all serves to keep the school abreast of necessary change. John Dewey sums up the basic purpose and philosophy behind a community school saying,

> "......the great waste in school comes from his inability to utilize the experience he gets outside the school in any complete and free way within the school itself; while, on the other hand, he is unable to apply in daily life what he is learning in school."

It must follow that "the community school encompasses the idea that education is a function and concern of the total community." (Totten, p. 6)

The community school concept supplements traditional schools, to strengthen them, not replace them. Traditional schools become one segment of the whole community school and serves the whole community since the target of education is not only 5 to 18 years old, but the entire community. Therefore, the traditional school should be integrated with the total community school which operates at most waking hours of the people. It enriches the regular school program for children, and reestablishes the place of teenagers which today is vague and perhaps vanishing. The community school provides many of the same activities of established programs. It seeks not to replace them, but to extend and expand them to those not using them.

The ultimate goal of community schools or community education is to develop an educative community ie., one where people's needs and wants are met and one where the community resources are learning instruments to be used in the community learning laboratory, and one where each member of the communtiy assumes the responsibility to teach others either within the family or without. (Hickey, p. 24) When people are involved, their conviction and attachment grow toward the community as an organization, and thus contribute more to the improvement of the total community. Therefore, I add that the whole community cannot function to build a desirable social climate without each part doing its job, ie., the churches and religion, school, business, etc. because each depends upon the other, or the whole community fails to properly operate to meet its goals.

The community school strives to concern itself with learning, not teaching, assuming that what is demonstrated or told is not always learned. It also strives for a universal education to all in the community regardless of socioeconomic class and thus the ultimate goal, the development of an educative community. There is no group in society that does not have some wants and needs to be satisfied in some form. Research indicates that the average student (ages 5-18 + or - 3 years) spends 2½ more times in the community than school and by the age 70, he would, with a 10th grade education, spend 168 more times in the community than school. Therefore, the educative community must be included in the person's life experience and continue to be available to the person beyond formal education. Melby states that the school with the family are the most important influences on the student, but the need for learning does not stop when the bell rings because the influence of the community on the people is evident and "may be more penetrating, lasting, and satisfying than a classroom."

Community education encourages decisions be made at the local level and educates the people to be able to make them. Only when an uneducated community sits quiet are there opportunities for federal and state control. Dr. Ernest O. Melby holds that "the community school is the best challenge to threats upon our society both from within and without."

An educated and involved community is the best defense against socioeconomic radical elements in our society who seize upon an apathetic community to twist it toward their own ends and polarize society, to destroy freedom. This is done many times, not only by the established economic forces but by those using the theme of decentralization and community control. These people wish to carve up neighborhoods into small segments over which they can exercise strong dominance and control like feudal lords over their fiefs. These elements see an opportunity to control people for the benefit of their own psychological needs which they could not satisfy under the dominance of big economic interests. It becomes one dominating group replacing another.

John Dewey makes ten statements, listed below, which can be used to summarize the community school concept and become a rationale for its adoption in Learning City. They are:

1. There must be two-way interaction between the community and the school.
2. The school itself must be organized as a community.
3. Learning must be planned in consideration of the total environment of the individual.
4. The school should be organized around the social activities in which children will engage after leaving school.
5. Society has a definite effect upon discipline in the school.
6. Social environment supplies the intangible attitudes and determination to improve the society.
7. Education should be the consciously used instrument of society for its own improvement.
8. The future adult society of the children should be an improvement over their own.
9. Education may be consciously used to elimate obvious social evils through starting the young on paths that will not produce these ills.
10. Activity and learning go hand in hand. People learn by doing. Hence, the program of learning for children and adults alike is related to life as it goes on outside the classroom.

The Community School Functions.

The function of the community school becomes one of helping people realize their own strengths, unifying all influences on the life of the people, to overcome such barriers of social progress such as "ignorance, intolerance, indifference," provide learning on a "cradle-to-the-grave" basis by providing programs of pre-natal care to programs for senior citizens. In so doing, the school deals with efficient use of basic staples and controversial issues, to specific extravagent wants of people. The community school seeks to promote unity of purpose for all organizations in the community, stimulate and develop leadership from within the community people, identify and develop common goals for the community, stimulate participation in community projects, coordinate and use all other community resources and agencies, and mostly establish an open system of communication between all segments of the community such as Red Cross, churches, Goodwill Industry, YMCA, YWCA, labor organizations, police, Urban League, Black Panthers, Chamber of Commerce, industrial leagues, John Birchers, social welfare agencies, etc. Thus it becomes an intra-agency institution to open communication and identify authority and power for cooperation.

The recreation aspect of the community school is used as an effective non-threatening tool to first attract people to come back to the school in hopes that they will discover other programs that will fulfill their needs or can get help in meeting their needs.

The following principles illustrate the functions of community education: (Campbell)

1. Education will start for the child at the first sign of pregnancy.
2. Teachers will tailor methods to fit the child, not make the child conform to a style that cripples his efforts to learn.
3. Children will be taught to think and to apply knowledge, not memorize content to pass examinations alone.
4. Citizens will motivate youngsters to high intellectual achievement and not leave motivation solely to parents and teachers.

5. Children will be inducted into society through a dual process of learning and living. What is studied in the classroom will relate to life. What is encountered in life will find its reference point back in academic study.
6. Citizens will associate intellectually and socially with their fellow men, not isolate themselves from others.

At this point, it must be said that the community school director in the most important function and the focal point of the operation; his style as a leader will make or break the concept of the community school. He must have ability to organize, develop, and stimulate leaders from the community, to see that the school is meeting the real needs of the people, and to involve and develop the people to allow them to identify their own needs and ask for a solution or suggest one. He does not superimpose his ideas on the people, but controls and organizes the community school organization, as an institution, to see that it meets the people's needs.

The following principles serve as guidelines for the community school director's functions as coordinator of community institutions: (Hickey, p. 63)

1. Cooperation or interaction between agencies is vital to community education.

2. Communication is the heart of cooperation.

3. Organizations need adequate self-perceptions. Continuous evaluation must occur to be certain the self-perception is congruent with other-perception.

4. If possible, common concerns, and similarities between power and authority bases should be identified.

5. Each organization should emerge enhanced from a cooperative endeavor. Assurance must be given that preempting will not occur.

6. The community school is the logical common vehicle. It may provide facilities, coordinate, facilitate, or initiate action.

7. The community school coordinator and the teachers must be involved in the cooperation.

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"Improving the Diffusion Efforts of Human Relations Organizations"

Dick McGonigal

I. The Problem.

Learning City, U.S.A., is as racist as any other city in our nation. Racism is the cancerous problem which - if left to itself - will destroy Learning City, clogging all communication between groups and choking any real community.

Racism is the disparagement and exploitation of one group by another on the senseless basis of color or some other physical characteristic. Racism is, in our nation, usually a white problem. It is the malignant rationale for sending sons to war from another group before our own, for relegating that group to onerous jobs, for not allowing that group freedom of movement or freedom to vote, for not allowing that group equal opportunity for education, and for refusing that group the right to own property beyond ghettos described by the elites.

Racism may and often does have sexual components. Absurd fantasies develop about sexual potency. Some feel that the overall exploitation of women in general is a form of racism. Racism destroys community because it devalues human life!

Perhaps the greatest frustration to the problem has been the inability of leaders to mount an effective, continuing effort to rid our society of racism. Our nation has slipped in world esteem whenever dogs, water canons, wrist breakers and electric stock prodders have been used to break up legitimate, non-violent sit-ins or freedom marches.

Why? It is to our own nation's self interest to be rid of such insanity. As we look at some of the groups which were formed to get at the roots of racism we find they have short histories and slender support.

The purpose of this brief paper is to suggest a strategy for future human relations groups to use in getting rid of white racism in particular and all racism in general. We shall look briefly at the history of the National Association for the Advancement of Colored People, the Urban League and the Student Non-violent Coordinating Committee. We look at their histories - not to be critical - but, only to see if we may learn how their influence has grown.

Alongside these histories we shall set an outline of what Everett Rogers has reported for a diffussion strategy. He has for years been interested in the diffusion of innovations. Getting rid of racism would obviously be an innovation. To help that innovation spread would be our aim in Learning City.

II. Short histories of other human relations organizations.

(A) The National Association for the Advancement of Colored People.

While formally organized in 1909, the NAACP, along with the Niagra Movement, the Committee of Twelve and the Union League Clubs had their roots in a much older struggle.[1]

At about the time that Dr. W.E.B. DuBois was challenging Dr. Washington's socio-economic strategies a series of ugly riots broke out - the worst of which was in Springfield, Illinois, the home of our Great Emancipator. This jarred three whites - Mr. Walling, Miss Ovington and Mr. Moskowitz - into forming the NAACP and putting out the call for help among black and white leaders. John Dewey, William Lloyed Garrison, Dr. W.E.B. DuBois and Rabbi Stephen S. Wise were among those who responded.[2]

By 1914 there were 13 blacks on the board of directors and the association was aggressively attacking lynchings, educational inequality, political disenfranchisement, etc. In 1919 there were 320 members. By 1917 there were 11,524 members. In 1920 the Association crossed the 100,000 mark. In 1945 there were 530,000 members. In 1956 membership dropped to 200,000. By 1959 the tide had reversed again and membership stood at 315,094.[3] Secretary Roy Wilkins now had a large legal staff which kept constant pressure on our educational and judicial systems for reforms.

It is interesting to note, however, that at this point in history white participation was limited mostly to attending annual banquets, serving on local or honorary boards of directors and fund raising. The weight of the movement was carried by blacks for black causes. The whites were really not a significant part of the action except as antagonists.

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[1] W.D. St. James, The National Association for the Advancement of Colored People, Exposition Press, New York, 1958. p.35
[2] Ibid. p. 33
[3] Ibid. p. 51

(B) The Urban League.

To an outsider there seems to be considerably more white participation in the Urban League. Though chided by Mr. Whitney Young at this year's annual banquet - that whites not be guilty of a once-a-year tokenism - the Greater Lansing Urban League seems to be launched on a program of fact finding, negotiation, education and community organization.

Whites are encouraged to join in planning greater job opportunities, etc. The Greater Lansing Urban League will withdraw its patronage from retailers, etc. who do not practice fair employment. It also works closely with NAACP, Model Cities, the Civil Rights Commission, etc. on such efforts as On the Job Training, school improvement, and LEAP.

The National Urban League, with Dr. George E. Haynes as its first director began in 1911. Its primary aim was to better city life for Negro Americans. To this writer's knowledge there has never been a concerted effort within the Urban League to have whites sit down with whites to address their own racism. In recent times the Urban League has been primarily interested in opening up employment opportunities for already qualified blacks. This is a most important function.

(C) SNCC

Out of the sit-ins of Nashville, Orangeburg, Jacksonville and Atlanta there came a "new breed" of impatient students.

At this point in time it seems to an outsider that the NAACP was busy in court, the Urban League was involved in greater minority employment in factories, the Congress of Racial Equality (CORE) was busy in the North and the Southern Christian Leadership Conference was regrouping fom its last major confrontation in Montgommery for 1960. Dr. Martin Luther King, jr. encouraged Marion Barry, Jane Stembridge, Bob Moses, Julian Bond, Charles Sherrod and others to expand the targets of their sit-ins.

A year later, with only two full-time workers, the Student Nonviolent Coordinating Committee was reaching out to others in the South to support their efforts. A twenty year old student from Howard University, Stokely Carmichael, crystalized the Freedom rides. His accounts from Parchman jail in Mississippi spurred CORE (James Farmer and others) to ride southward and to test the Supreme Court's ruling that interstate transit was to be desegregated.[1.]

James Zwerg, William Barbee, Frank Holloway, Ruby Doris Smith, Bill Mahoney and James Forman are still relatively unknown names to white Americans. They simply have to be among American history's most courageous and enduring patriots. Surviving beatings, insane charges of anarchy, the murdering of their close friends, the students of SNCC branched out to voter registration. Resistance increased. Dynamite punctuated the black neighborhoods of Greenwood, Atlanta and Hattiesburg. This perios must also be one of the darkest for our Justice Department and F.B.I. who stood

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1. Howard Zinn, SNCC The New Abolitionists, Beacon Press, Boston, 1964. pp. 38-43.

by, taking names, as students were beaten, stripped and kidnapped before their eyes. Not even the President was willing to initiate action during this period.[1.]

This writer does not have an estimate of SNCC's membership. It would seem that whites who were committed enough to endure great dangers, beatings and imprisonment were indeed appreciated by blacks. One wonders, however, why SNCC has not spread further onto sympathetic Northern campuses.

III. A Model for the Diffusion of Human Relations Organizations.

Everett Rogers has compiled some useful insights into what helps or hinders the diffusion of innovations.

Please note that we are here thinking of equality as an innovation! While avowed in our Declaration of Independence, the belief that all men are by their Creator made equal and endowed with certain unalienable rights is as yet an untried innovation in most of our society. Equal opportunity for employment is an innovation. Open housing in most areas would be an innovation. Equal chance for a good education would be an innovation.

Rogers describes categories of people who adopt any innovation as follows.[2.]

1. Innovators - those who actually introduce the change. They are usually more cosmopolite, often wealthier (they can afford risks), and usually are not a part of the establishment or close social elite.

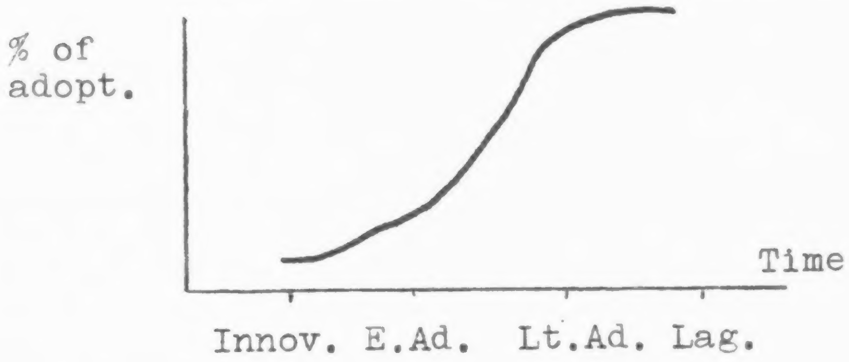
[1.] Ibid. pp.51-61.
[2.] Everett Rogers, The Diffusion of Innovations, Free Press, ('62) Glencoe, New York. p.162.

2. Early Adopters - Those who are willing to try an innovation. They, too, tend to be wealthier, more well-read and are often exposed to more outside information.

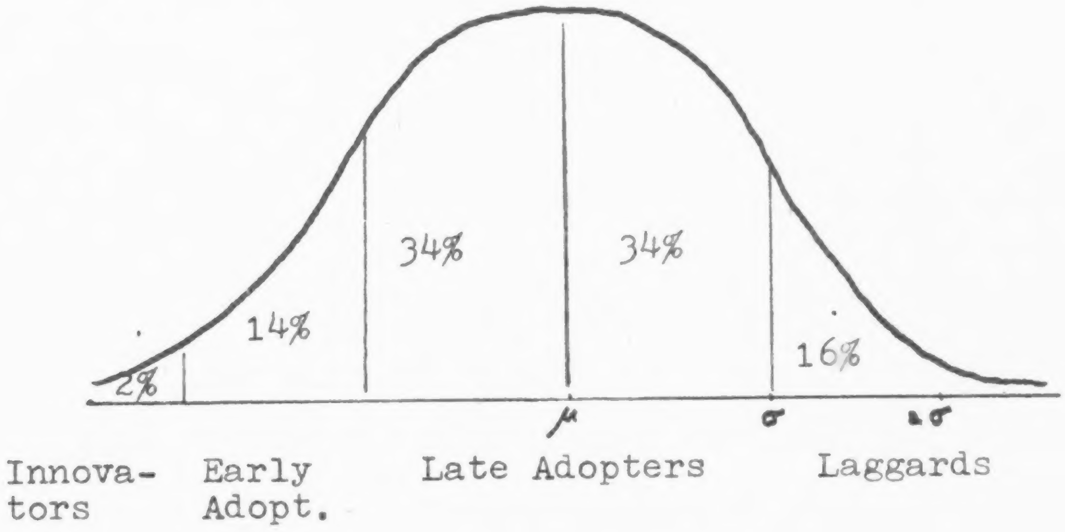
3. Late Adopters - those who often wait years before trying an innovation. These folk tend to be localite (home bodies), low risk takers and less exposed to the media. They depend more on interpersonal communication for their decisions. They often have less formal education.

4. Laggards - those who never adopt the innovation. These folk tend to be on the opposite end of the social horizon. They are often unhappy with their status and, unfortunately, sometimes drop out of the main stream entirely.

Rogers sees the typical rate of adoption as an "S" curve.



Studying them as a group, Rogers finds that they fall into a standard, normal distribution.[1]



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[1] Loc. Cit.

In the area of human relations organizations the innovators - white and black - are relatively easy to spot. Those who first began organizing the NAACP, the Urban League, SNCC, etc. stood apart from the crowd. True to Rogers' categories, they proved to be less socially accepted, more cosmopolite and financially independent.

The following is not by any means an accurate or exhaustive breakdown. We have too little data. But we can fill in a few notes in the adopter categories.

	NAACP	URBAN LEAGUE	SNCC
INNOVATORS	3 whites in NYC, joined by 50 concerned public leaders (not power elites)	Innovative, non-establishment businessmen and educators, Dr. George Haynes	Dr. King and a few college students
EARLY ADOPTERS	educators, social service workers,lawyers	wealthy businessmen, clergy, some small businessmen	concerned black students from Atlanta & North
LATE ADOPTERS	judicial workers, military, hospitals, schools	larger business, some progressive union leaders.	allied groups, e.g. CORE, some high risk taking white students.
LAGGARDS	power elites, disadvantaged whites	hardcore and threatened unionists	students with great insecurity

One of Rogers' main concerns is that innovators are often socially distant from their peers in what he calls an "heterophily gap", their degree of feeling different. These are not the folk who will diffuse the innovation throughout the rest of the social system. Opinion leaders will carry (or kill) the innovation. Opinion leaders are more homophilous, more like their followers. These folk put lead in the diffusion pencil!

As we think of the three organizations mentioned earlier let's see if we can apply some thoughts from Rogers. What may have hurt the NAACP at first was that its while leaders had such an heterophily gap with their intended followers that little communication or motivation could take place

It would seem that the Urban League has done very well in reducing the heterophily gap with their population. Perhaps this is because the primary target is of a more narrow social band, i.e. small businessmen, local union leaders, civic leaders and club leaders.

A difficult problem for SNCC arose as young students tried to persuade their elders on the wisdom of voter registration. An age gap made these change agents more heterophilous than any racial barrier.

The kind of adoption we are working for in human relations may be called a consensus adoption (probably the very hardest to engineer). Rogers might say that in this consensus type of adoption the NAACP, the Urban League and SNCC have been initiated but not yet legitimized. That is, innovators have successfully introduced innovations. They have sensitized a group of early adopters to risk assuming the innovation. But the real power holders - the real legitimizers and those whose opinions are necessary for consensus adoption - have not yet agreed to adopt. At this point we need homophilous opinion leaders who will undertake a great amount of personal communication with the power elites.

In the Diffusion Documentation Center at Michigan State University there is but one study listed of this kind of innovation (and that one study is missing!). This is a wide-open field for research. Not only do we have an absence of data, we have few solid hypotheses to test.

From what we know about the diffusion of other innovations I would like to propose the following strategy for our Learning City, U.S.A.

We have all-too-few innovators. Racism has a long head start on us. Our resources are poor. Obviously, we are going to want to get the most for our money, time and strength expended. We need, then, to segment our target. Let's try:

	Interaction Experience with Other Races	No Interaction Experience with Other Races
Pro Oriented	Give some reinforcement as we can afford	Concentrate major effort
Neutral	Pile on the reinforcement, go after opinion leaders!	Spend most of our energy here, seek & win opinion ldrs!
Anti Oriented	Ignore	Neutralize if possible.

With this segmented target we will perhaps have a more efficient expenditure of our energies. Our need for white innovators to get to white opinion leaders who in turn can get to white legitimizers is imperative. Racism in our country is definitely a white problem. Whites must answer it.

With time it is hoped that black and white innovators in Learning City might become more homophilous - thus anchoring social change.

For now we do have some characteristics to look for in potential early adopters. They will likely be on the edges of social cliques but not too different from the power elites. They will probably be more highly exposed to outside information. Once they adopt - once they internalize this concept of equality - they (not we) are much more likely to successfully diffuse the idea through the rest of Learning City.

What about ourselves? Perhaps we had best check to see if we have really adopted this innovation, see if our own houses are in order. Then let's get hot and get to some more homophilous opinion leaders.

Racism will kill us. All the attention to a cleaner environment will be meaningless if there is no human life for it to support. Perhaps Learning City can be an innovation!

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F. W. Thiel

A LAY PERSONS' APPROACH TO THE COMMUNITY SCHOOLS

My understanding of continuing education is that it is an institution organized for the development of the community. If the schools are going to interest a wider range of people than it now is doing, it will have to add to its program rather than change the existing program. The existing program appears to be directed toward the individual who is training toward some area, or developing skills in arts and crafts areas. The additional courses to be taught would envelop the whole community and be aimed at different age and interest groups within the community. The greatest changes would occur within the location, length, and teacher of these courses.

The author does not want to be trapped into writing only the classes to be taken. Instead he would rather think in terms of the needs of the community which the school would serve. The needs of an urban community would differ greatly from those of a rural community. The courses to be taught would be developed to have immediate meaning for the person taking the course. An example would be to teach a person to shop for savings. The material that would be taught would be the type of learning that a person only learns through experience in daily living. Have you ever heard a person say, "I'll never make that mistake again."? These courses would be designed to help the person keep from making them in the first place. The type of mistake being referred to is that of buying a used car. There are certain items a person should look for in a used car and these could be taught.

The length of these courses could vary according to the material being taught. A course on the crucial issues in the community could be continuous throughout the year. Whereas, a course on how to do your city income tax could last for just two sessions once a year.

Any course that would be under five weeks would be considered a mini-course. A mini-course would last only as long as it held value for the community and be repeated as often as it was wanted by enough people to make up a class. As certain problems arose within the community, new courses would be developed.

The location of these courses would vary within the community. The courses would be taught all over the community from a grocery store, to a gasoline station, to a used car lot, and etc. The teachers of these courses would also be quite different than normal instructors. They would be the supermarket manager, to the salesman at the used car lot, to the mechanic in the garage. These men would be experts in their jobs, because they make their living at them. These men would be convinced on the idea of teaching these courses on the basis of the benefit these courses would have in the long run to them. The students would now know various businessmen around the community and they would tend to take their business there. The grocer could show a person how to set up a shopping list so that the items that the person needs could be bought at the best price. The mechanic would teach a person how to change his points, plugs and oil. The car salesman would show the students what to look for in buying the used car, such as if the miles have been set back, a bumped out fender and etc. The teachers would all be building good public relations within the community. The result would be that people would buy their food, get their car fuel, and buy their second car from people they know and had some faith in their honesty.

The logic behind this type of thinking is that, one does not live in a classroom, one lives in his community! A person makes hundreds of decisions during the course of a day. The decisions a person makes vary in importance; some may be of great importance, some may be quite menial. A very few of these decisions are related to the classroom. The courses would be taught in those areas in which the persons of that community must make their decisions.

This would be a community school program for and involving the community. The program would pay for itself because the classes would be taught at various business establishments around the community in which a person lives.

The Use of Television, Correspondence Course and Newspapers
In Continuing Education Programs
For the Mexican American Community
In Learning City

Magdalena Figueroa

I. Introduction

Although all educational institutions of higher learning are affected by the rapid changes in society, it seems that it is in the department of adult education it has has its greatest impact. As a result, adult educators are turning to mass media as a means of bringing education to more and more adults in an effort to create a climate of growth and deepening sense of community.

II. Television Programs

One of the many examples that could be used to show the effectiveness of television courses as an ideal outlet for the widespread dissemination of knowledge in the field of adult education has been most successfully proven by the Western Reserve University.(1) Radio and television have always been considered conventional ways of education, yet, there should be an effective professional understanding of how to use the electronic media. The use of formal instruction via broadcast T.V., for example, is not the same as closed-circuit T.V. Public television is concerned with public affairs; educational television with formal instruction.(2)

Content

The programs should be as varied as possible. Like a newspaper, there should be something for everybody.

There are two kinds of content which may or may not bring about the desired action of the program and these have to do with the type of reward the audience may have in viewing the program. Some topics such as public affairs, science and social problems, for example, offer very little reward. These topics are considered to be "delayed rewards" topics. Crime, corruption, disasters, accidents, sports and society, on the other hand, are considered to bring the audience immediate rewards.

Not only should the content of the program bring immediate rewards, but they should also be action-directed. In other words, the program will be such that people will want to know more about the topic. One action directly associated with the television program will be, for example, the reading of a book, enrollment in a class or any other action which has been motivated by the program.(3)

People tend to forget soon, specially, if the programs do not reinforce their needs. For this reason, repetition is necessary. Certainly, repetition which does not reinforce needs will only create hostility.(4)

If some topics will bring some audience immediate rewards, and constant repetition will bring hostility in others whose needs are not being reinforced, there are still other programs which by the very nature of their content may be viewed as propagandistic in nature.

The proponents of the use of the electronic media for educational purposes, nevertheless, hope that with the programs the citizens will gain facts, ideas, and understanding about the current problems.(5)

In selecting the topics for a program, the specific audience for which it is intended should be kept in mind. Research done in the effects of listening and viewing shows that the technique increases awareness of issues, but does not necessarily affect opinions. Even if the viewing and listening of certain issues do affect opinions, it will be for the less-educated audiences more than for the better educated ones. Broader experiences and knowledge make the better educated audience more critical and more demanding than the lesser educated ones.

Topics such as social problems, public affairs, science and economics require a great deal of intellectual appeal. These topics should be carefully introduced so as to appeal to those with less knowledge on the subject being discussed.

Programming Schedule. Organization

Adult education traditionally focuses its attention to the few who will assemble on a face-to-face basis. One author estimates that 99½ of the adult is left to enlightened fate or to professionally unorganized learning experience. It was in 1951 when the University of Michigan began an experiment to determine how good education, specially for adult education, can be made into good television programs. The criteria which seemed to account for the success of the program was: (1) selecting the hours with least commercial pressure, for example: from 1:00 p.m. to 2:00 p.m., (2) dividing the hour into 20 minute periods, each consisting of varied topics: general interest, typifying adult education, and university public relations, and (3) limiting the duration of the program to a 14 week period.(6)

Although Swanson(7) outlines that the ideas conveyed should be demonstrated as concretely as possible, (that is, a picture is preferred to a dialogue of words), a conference series if properly organized, however, can be equally effective. A television workshop on science and human responsibility conducted by the University of Michigan was an effective way of showing how an important educational event can be brought into focus not only for its immediate impact, but also for the continuing education of both the local community and others.(8)

Radio and T.V. have always been considered conventional ways of education where the listeners or viewers are little more than passive participants; for this reason, besides working on problems such as formats, content, credit responsibilities, integration of credit and non-credit programs, various universities are working towards making T.V. learning more active for students. Some universities have successfully experimented with group discussions following broadcast aimed at developing critical thinking. Other universities send supplementary materials to those who register. They also issue certificates of participation to those who take an examination at the end of the program.(9)

Not only does the participant assume a more active role in the program, but, he also provides feedback. By thus doing, the holding and completion power of the program is increased.

It has been noted that although broadcasting programs possess an attractive dramatic quality, the holding power of the program is short-lived. One problem associated with the limited holding power of broadcasting programs is the fact that the program is aimed at social action rather than at learning *per se*.(10)

Educators, in a way, have tried using the electronic media to do a job similar to the ideas others had when they decided to make good books in cheap print accessible to few illiterates.(11)

T.V. programs do not face that problem yet, but, it fails to transmit easily systematical facts. One may probably conclude that this may be one reason why educators, in an effort to develop effective programs, have also tried using to the advantage other media such as school programs and newspaper coverage in addition to combining and using currently radio and television programs for use in face-to-face discussion groups.

III. Correspondence Courses

The first correspondence course ever used was in 1880 but it was not until 1892 when correspondence study formally became a department of the University of Chicago. In 1954 it was estimated that more people enrolled in home study courses than entered the freshmen classes of all colleges and universities.(12)

Home study is more identifiable with an adult way of living but in all likelihood, the number of adults who prefer to study by mail given a free choice is a minority. When given no other training alternative, the number of adults who prefer home study is larger.(13)

Chliger mentions that in 1961 and 1962, a study showed that almost six times as many adults enrolled in correspondence courses than enrolled via television. It suggested that many adults find the cozy comfort of the book preferable to the face-to-face tube relations of a television lecture.(14)

One reason associated with this may be that home study is the most flexible and least expensive of adult education approaches. The advantages are that it can be started on any schedule, any time, permitting the individual student to study when he is ready and offering him ample opportunities for exploration and self-expression.(15) It moves with mobile population and, it can perform its function in peace or war.

Stain emphasizes the fact that although correspondence study is a lonely study as opposed to the lecture course, in a correspondence study course the learner knows that he is doing and the instructor too. He mentions for example, the fact that the taking of an examination in a face-to-face lecture course is not an indication that the learner knows of the progress he has made.(16)

Any educational objective having to do with intellectual analysis and/or the acquisition of facts can be very well achieved by mail. Other objectives, having to do with manual skills can be accomplished with less accuracy. Some others still require a combination of face-to-face relationship, for example; those objectives aimed to develop laboratory skills. A formula for building a corresponding curriculum for adults should include the selection of the objectives appropriate to the medium; the identification of the appropriate clientele, and the feasability of teaching particular subjects by mail.

One way of identifying the appropriate clientele is by asking current registrants and instructors for their reactions to existing courses of interest suggesting other possible courses of interest to them. Another way of finding the appropriate clientele is by space advertisement in magazines. Studying the various groups who read certain magazines can give light as to the kind of people attracted by them.

The name of the university will usually attract a selective group. Organizations may be useful in supplying clientele too. Using such resources, for example; one correspondence training program proved successful and valuable in training union leaders. This, however, is not always guaranteed. The University of Chicago experienced one situation where that was not the case.(17)

Some subjects can be taught effectively if adequate materials and methods are used. Some universities use supplementary audio visual materials to supplement correspondence papers and questions.

In addition, some universities require course examinations which they give with proctors on specific dates and places. It is argued that unproctored examinations have been found as slightly better than supervised ones. Accreditation seems to be a problem among correspondence schools. Although some universities do accept as much as from 25% to 50% of credits from home study, others don't. In that effort schools are looking for government agencies and licensed bureaus to credit them.

Some argue that correspondence study is for those who have failed the face-to-face teaching relationship; for some others it can be second rate. But correspondence courses have played an important role in much professional education. Although it reaches the isolated areas, its greatest concentration of enrollment is in urban cities. It attracts new types of students such as workers and professionals. For example, a course put out by the University of Chicago Home Study offered a course for doctors on the legal aspects of their professions. It was sponsored by the A.M.A.(18)

The International Correspondence Schools, the largest and oldest of the private schools, was in 1954 celebrating the enrollment of its six millionth student.

Correspondence study depends heavily on reading and writing, yet, the proponents of the system claim that by thus doing, correspondence studies do prepare the student better in both skills.

IV. Rationale for using the mass media of communication to develop programs aimed to help the Spanish-speaking Mexican-American group in Learning City develop self-concept and integrate as a full member of the larger community.

The Mexican-American community in Learning City has recently mobilized all its resources and is realistically and desperately trying to prove that they do belong to the whole American way of life, that they want to solve their own problems, and that they do have something to contribute. They find themselves, however, limited in doing so in many ways.

One of the limitations that this ethnic group faces is more evident in an older generation illiterate in both their native language and in the dominant language of the city.

The feelings of ethnocentrism in the group has been voiced in many ways. Some groups have publicly denounced situations which they feel place them in disadvantage to the other members of the community. Other groups have voiced their problems to the proper authorities and some action has been taken or initiated towards remedy satisfactory to them.

The problem of reconstructing and developing a community is a long-term task. The basic problem facing the Mexican-American community in Learning City is the fact that the limitations of the majority of the members of this community have prevented this group from enjoying to the fullest the opportunities that they as American citizens should be able to enjoy.

Within the diversity of community development programs of educational institutions, there must be room for one specific program designed to help this particular community.

Programs such as "Know your Chicago" which covered a variety of topics such as law enforcement, race relations and many others could be very well adapted to provide this group with knowledge and understanding about experiences in various aspects of community life. Programs for the understanding of the problems facing this group should also be offered for the general community.

But the most effective way for any program to develop and succeed is the one which develops out of the needs of the particular group and expands on the local initiative of the group.

To this purpose, as another attempt to help themselves, a bi-weekly newspaper is in circulation among the Mexican-American community for the third time now. The problem associated with this enterprise, is the fact that the newspaper, except for the editor, an M.S.U. student in communications, is in the hands of the people, who if highly qualified on other areas, are laymen in this field. Further, the fact that the paper is published in the Spanish language allows for two gaps: It does not reach that portion of the older generation who does not know how to read and write in his native language; and it fails to reach those of the younger generation who if they are literates in the dominant language in Learning City they are illiterates in the language used in the newspaper.

The group of people working with the newspaper are aware of the difficulties they face. As a group trying to help themselves and the community, and using the paper to teach the community how to read and write the language, has been among the objectives given greatest concern.

Because the writer was enthusiastic about the idea and because of her teaching experience, she was trusted with that difficult task. A task which the writer regrets has been unable to fulfill.

The writer has, nevertheless, suggested that by combining the other media available to them--three television programs and one or two radio programs a week the goals of teaching both English and Spanish to this particular community would have been more effective rather than using the newspaper alone because of the limitations that the media presents.

Technical assistance, consultants and trained teaching staff is necessary to produce a language program as this.

Community development or community organization programs cannot be separated. It is diffult to draw the line as to which elements belong to processes or methods, to education, or to social movement aspects.

Of these three considerations, the education objectives within the community development programs are considered probably the most basic and the most difficult to establish.

These educational objectives include learning about such topics as municipal government, juvenile delinquency, housing, transportation, schools, group processes and human behavior. This knowledge is expected to help the community resolve particular problems.

There are in Learning City other continuing education programs on public school level aimed to bring a basic education to all its citizens. Yet, it is the writer's experience that only the small minority of citizens within this particular ethnic group takes advantage of these programs. On the other hand, the research done on home study programs indicated that the adult generally prefers the cozy atmosphere of the home.

A greater majority of citizens can be reached if the mass media is used to bring to the homes via television, radio, correspondence study and daily newspaper the skills this group of citizens need to become fully integrated into the society where they live.

In The University and Community Education, Kenneth Haygood expresses his opinion that whether or not a university is the actual sponsor of community development programs may not in the long run be crucial to the continued growth of the field. What he considers crucial is the involvement which he emphasizes by underlining it. Involvement of the university resources and personnel in such activities is crucial to him.

The writer should certainly agree with him. There is a need for such involvement on part of the university to channel this group's efforts for self-betterment and self-respect. Involvement of the university as an institution of higher learning in Learning City to help this ethnic group generate its energies into useful constructive ways is one of its great responsibilities towards them as individuals, as a group, and towards the whole community of Learning City.

Footnotes

1. White, page 116
2. Ohliger, page 294
3. Swanson, page 129
4. Ibid.
5. Ohliger, page 293
6. Seep, page 114
7. Swanson, op. cit.
8. Seep, page 116
9. Ohliger, Ibid.
10. Ibid.
11. Ibid.
12. Allion, page 76
13. Stein, page 52
14. Ohliger, 294
15. Stein, page 52
16. Ibid
17. Stein, page 55
18. Ibid.

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Appendix I

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

COLLEGE OF EDUCATION · DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

April 14, 1970

MEMORANDUM

TO: Members of the Combined Seminar, ED 882/982
Continuing Education in the Local Community

FROM: Russell J. Kleis

SUBJECT: Plans and a Proposal

It seems fair to make one general and basic assumption, namely that each member of the seminar will one day be professionally involved as a director or worker in a continuing education program. Any such program will, at least in one sense, operate at one or more local community levels. That, of course, is where the action always is, for continuing education involves individuals and communities and it involves them where they are,- locally.

Based on that assumption I would hope that our seminar this quarter might yield for each of us maximum insight into the opportunities and problems which confront continuing education in local communities. With that hope in mind I submit a proposal. The proposal is:

1. That we direct our attention toward a hypothetical community, LEARNING CITY, USA;

2. That we conceive of our seminar as a professional staff team committed to the development of a document under some such title as "CONTINUING EDUCATION IN LEARNING CITY, USA: BLUE PRINT FOR A DECADE" which would record our best professional judgements about continuing education in the local community;

3. That we each select a topic from the attached list (as it may be revised by us) and very carefully develop a paper which would become a chapter in our Learning City Document;

4. That we organize ourselves into three(3) or more committees to facilitate our community effort:

   Committee on Topics and Scheduling;

   Committee on Specifications, Editing, and Ordering for Publication;

   Committee on Compiling, Assembling, and Distribution;

5. That our principle effort in the next four (4) weeks be directed to the preparation of our individual paper;

6. That by May 5 the Committee on Topics and Scheduling have developed a schedule for presentation and discussion;

7. That by May 5 the Committee on Specifications develop and distribute a "format sheet" for preparation of papers;

8. That by May 12 preliminary papers be submitted to the Committee on Specifications, Editing, and Ordering;

9. That papers be distributed in small groups and read by each of us and given within one week, with concrete suggestions for revision, to the Editing Committee;

10. That each paper be edited by at least one member of the Editing Committee, and then reviewed with its author;

11. That the author then produce a final draft and submit it to the Committee on Compiling, Assembling, and Distribution;

12. That the Committee on Compiling, Assembling, and Distribution develop our publication with appropriate cover and preliminaries (title page, preface, table of contents, etc.).

Such a document can be, I am confident, superior to any now generally available. Its principle value, of course, would be to those of us who produce it. I know of no better preparation for leadership in continuing education than the process of developing the basic statements of what it should be and how it should be accomplished.

Let's discuss it.

RJK:sl

SUGGESTED TOPICS
for
Continuing Education in Learning City, USA:
Blue Print for a Decade

Roles of Institutions in a Community System of Continuing Education:

The Public Schools System
The Community College
The Area Vocational-Technical School
The Intermediate School District
University Extension and Cooperative Extension
Local and Nearby Colleges
Private, Parochial and Proprietary Schools
Voluntary Education Organizations
Official Agencies of the Community:
  Civil Service
  Community Action Programs, E.O.A.
  Courts and Correctional Institutions
  Employment Security Commission
  Health Department
  Law Enforcement and Conservation
  Model Cities
  Social Security
  Social Welfare
Voluntary Community and Member Serving Institutions:
  Churches and Councils of Churches
  K of C, YHA, YMCA, YWCA, etc.
  Human Relations Organizations (NAACP, etc.)
  Professional Societies
  Labor Unions and Labor Councils
  Business and Industry
  Chamber of Commerce, Development Council, etc.
  Manufacturers' Association
  Trade Associations
  Political Organizations and Parties
  Arts Council
  Communications Media as Continuing Education Instruments

General Areas of Program Emphasis for the Community:

Adult Basic Education
Adult High School and High School Equivalency Programs
Liberal Adult Education
Creative and Performing Arts as Continuing Education
Continuing Professional Education, Community Level
Home and Family Life Education: A Community Effort
Continuing Education on Public Issues:
  Local Community Issues
  State, National, and World Issues

Continuing Education in and for Retirement ____________________
Continuing Education for Creative Use of Leisure ____________________

Administrative Concerns in Community Continuing Education:

Finance (in Public, Private, Proprietary, Voluntary Agencies) ____________________
Keeping the Community Informed: Public Relations for C.E. ____________________
Governance of Continuing Education at Community Level:
  Public, Private, Proprietary, Voluntary, Community Wide ____________________
Facilities for Continuing Education ____________________
Personnel for Continuing Education:
  Paid - Recruiting, Training, Supporting, Rewarding ____________________
  Volunteer - Recruiting, Training, Supporting Rewarding ____________________
Assessing Needs and Opportunities for Continuing Education:
  (Community Surveys and Other Means) ____________________
Registration, Records and Personnel Services ____________________

Other Major Topics:

The "Community School Concept" ____________________
Continuing Education and the Quality of Community ____________________
A Philosophy of Continuing Education in the Community ____________________
Counseling as Continuing Education ____________________
Program Development in Community Continuing Education ____________________
Systematizing Continuing Education Throughout the Community ____________________

APPENDIX II

April 21, 1970

MEMORANDUM

TO: Members of the Combined Seminar, ED 882/982, Continuing Education in the Local Community

FROM: Nair Damodaran, LeRoy Maberly, Dean MacLeod, and William Mielke

SUBJECT: Suggested revisions of "Plans and a Proposal."

The committee made two basic assumptions:

1. The overall suggestion in the Proposal was excellent and worth pursuing.
2. The structuring of the Proposal needs to be revised so as to allow increased flexibility for the group and to limit the need for necessary mechanics. It would be difficult at this point to define the finished "Product" or document from this seminar. Further structuring and decision making should be left as an open possibility as we proceed.

Individual Papers

Each individual will be expected to produce a paper for the Proposal under the following conditions:

1. All papers shall be available at the start of the seminar meeting on May 12 in sufficient number of copies for class distribution.
2. At least six people shall commit themselves to a May 5 deadline so as to allow discussion of papers to commence on May 12.
3. As suggested guidelines, the papers should range between 1000 and 2500 words (4 to 10 pages). The papers shall be typewritten, double-spaced, and with ample margins for comments and responses.
4. The manner of footnoting is left to the individual, except that as a minimum the author should include some sort of listing of references or further reading, if any.
5. All final drafts shall be turned in at the seminar meeting on June 2 for duplication and compilation. Note: the seminar may decide on additional specifications for the final drafts. Further, 10 to 20 man-hours may be needed to compile the completed document (about 300 pages times 30 copies).

6. Paper: $1.95 per ream at MSU Bookstore.

7. Suggestion: For about $1.00 per person, a member of the seminar should be able to obtain 200 ditto masters "regular) plus a case (10 reams) of paper. This would provide an average of 8 masters and paper for 25 copies for each person. These supplies could be kept in or near Professor Kleis' office.

8. Dittos may be run off in Room 133 Erickson Hall. Assistance is available in the room for those who desire or need it.

Presentation and Editing of Papers

1. No provision has been made here for the presentation of papers before the total seminar.

2. No provision has been made here for the production of any "organizing instruments" to be added to the final product.

3. The seminar on May 5 shall divide itself into four, more or less equal, groups. This division may be arbitrary or at random, hopefully with a wide range of interests represented in each group.

4. Each group shall be responsible for its own procedures and activities during the seminar meetings on May 12, 19, and 26.

5. On May 5 the individual papers, then available and to be turned in on May 12, will be divided among the four groups. Each group shall thus receive about six papers. The following stipulations shall apply: No group shall receive a paper submitted by one of its own members.

6. At the beginning or end of each session, each group shall announce its schedule for working on its papers. Each author shall have the opportunity to leave his own group to set in on the discussion of his paper by the group holding his paper. Other shifting of seminar members will not be encouraged.

7. At the conclusion of the discussion of a particular paper, the members of that group shall return to the author, their copies of that paper with any comments or notations included. Note: This means that some papers will be returned after the session on May 26 and then be due in revised form on June 2. If this poses hardships on any individuals, they may negotiate with the group holding that paper for a presentation on May 19.

8. The responsibility for revision and final copy shall be left with the author.

Duplicating Procedures

Papers may be copied for the rough draft in the following manners:

A. Xerox: e.g. 8 pages x 30 copies x 4¢ per sheet = $9.60

B. Thermofax Dittos: available at the MSU Bookstore, @15 per sheet, plus paper. With this method the dittos are made from a type-written copy.

C. "Regular" Dittos: MSU Bookstore: 5 for 50¢. With this method the ditto master is the final paper copy. Typing errors are corrected by scraping errors with a sharp knife from the back side of the master.

APPENDIX III

LEGAL BASES FOR LOCAL PUBLIC EDUCATION FOR OUT-OF-SCHOOL YOUTH AND ADULTS

As established in constitution, school code, miscellaneous statutes, and administrative rules of the State of Michigan. (Excerpts)

I. Constitution of the State of Michigan of 1963

Article 8, Education

Sec. 1. Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Sec. 2. The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin.

Sec. 3. Leadership and general supervision over all public education, including adult education and instructional programs in state institutions, except as to institutions of higher education granting baccalaureate degrees, is vested in a state board of education. It shall serve as the general planning and coordinating body for all public education, including higher education, and shall advise the legislature as to the financial requirements in connection therewith. . .

Sec. 7. The legislature shall provide by law for the establishment and financial support of public community and junior colleges which shall be supervised and controlled by locally elected boards. The legislature shall provide by law for a state board of education concerning general supervision and planning for such colleges and requests for annual appropriations for their support. The board shall consist of eight members who shall hold office for terms of eight years, not more than two of which shall expire in the same year, and who shall be appointed by the state board of education. Vacancies shall be filled in like manner. The superintendent of public instruction shall be ex-officio a member of this board without the right to vote.

Sec. 8. Institutions, programs and services for the care, treatment, education or rehabilitation of those inhabitants who are physically, mentally or otherwise seriously handicapped shall always be fostered and supported.

Sec. 9. The legislature shall provide by law for the establishment and support of public libraries which shall be available to all residents of the state under regulations adopted by the governing bodies thereof. All fines assessed and collected in the several counties, townships and cities for any breach of the penal laws shall be exclusively applied to the support of such public libraries, and county law libraries as provided by law.

II. School Code of 1955 (Act 269, effective 7/1/55)

Chapter 8, Intermediate School Districts

Sec. 298a. The board shall:

(b) Employ a superintendent and such assistants, including, in its discretion, a deputy as it deems necessary for the best interest of the district and fix the compensation for the same. The compensation of the superintendent and his deputy and assistants, which shall include salaries and travel expenses incurred in the discharge of their official duties and the necessary contingent expenses of the office of the board and the superintendent for printing, postage, stationery, record books, equipment, office and telephone rental, rental of rooms for teachers' or school officers' meetings, pupils' mental and achievement tests, expenses incurred in the health and social service program of the office, elections conducted by the board, expenses incurred by the board in the legal performance of its duties, expenses incurred for heat, light, electricity, insurance, buildings and grounds maintenance, per diem of board members, and their expenses incurred in traveling in the discharge of their official duties, reference books, professional journals, instructional supplies and equipment, legal fees, janitorial supplies and equipment, shall be paid by the treasurer, after the same have been authorized by the board, from such amounts as have been levied and collected therefor by the county board of supervisors and from any other available funds . . .

(c) Prepare an annual general budget which shall be in the same form as that provided for other school districts. On or before March 1 of each year the board shall submit such budget to a meeting of 1 school board member named from each constituent school district to represent such a district. At such meeting the president of the intermediate district board shall preside, the secretary shall keep the minutes and the representatives of constituent district boards shall by majority vote determine the

Sec. 298a. (Cont'd)

maximum amount of the intermediate district general budget but shall not make fonal determinations as to line items in such a budget. Following such meeting the intermediate district board shall file its budget, the maximum amount of which shall not exceed that approved by the school board representatives of constituent districts, with the county clerks of the counties in which it has territory . . . .

Chapter 9, Board of Education -- General Powers and Duties

Sec. 563. The board of every district shall vote to levy such taxes as may be necessary for all school operating purposes, . . .

Sec. 586. The board of any school district, except primary school districts, may provide instruction for adults and may employ qualified teachers and provide the necessary equipment for such adult education courses.

Sec. 605. The board of any school district, except a primary school district, is hereby authorized to receive, by assignment, conveyance, gift, devise or bequest, any real or personal property or any interest therein, for use in maintaining scholarships or for other educational purposes, and such board may act as trustee or custodian of such property. Such property shall be used by the board solely for the educational purposes for which it was assigned, conveyed, given, devised or bequeathed, whether by way of trust or otherwise. The treasurer of the board is authorized, when required, to give bond to insure proper administration of such property.

Chapter 17, Education of the Mentally and Physically Handicapped.

Sec. 771. The board of any school district may establish and maintain educational programs for the instruction of resident or nonresident pupils up to the age of 25, who by reason of being blind or having defective vision, or who by reason of being deaf or having defective hearing, or who by reason of being crippled or otherwise physically handicapped, or who by reason of having epilepsy, or who by reason of having defective speech, cannot profitably or safely be educated by the usual methods and materials of instruction in the public schools: Provided, That no pupil shall be enrolled in such programs except upon a certified diagnosis of a physical defect by competent and appropriate

Sec. 771. (Cont'd)

professional authorities acceptable to and according to standards set up by the superintendent of public instruction.

Chapter 18, Health and Physical Education

Sec. 786. Any school district or board may operate a system of public recreation and playgrounds; acquire by lease, purchase or other means, equip and maintain land, buildings or other recreational facilities; employ a superintendent or director of recreation and assistants; vote and expend funds for the operation of such system; or may cooperate with any city, village, county or township in the operating and conducting of such system in any manner in which they may mutually agree; or they may delegate the operation of the system to a recreation board created by any or all of them, and appropriate money voted for this purpose to such board; and any school district or board may appropriate money to be paid to the recreation board to be used by it for the purpose of maintaining the employers' contribution to a public school employees' retirement fund or to a city retirement fund for recreation employees.

Sec. 787. Any school district or board given charge of the recreation system is authorized to conduct its activities on: (1) Property under its custody and management; (2) other public property under the custody of other municipal corporations or boards, with the consent of such corporations or boards; and (3) private property, with the consent of the owners.

Chapter 20, Education of Aliens and Native Illiterates

Sec. 811. The superintendent of public instruction is hereby authorized, with the cooperation of the boards of the school districts of this state, to provide for the education of aliens and of native illiterates over the age of 18 years residing in said districts, who are unable to read, write and speak the English language and who are unlearned in the principles of the government of this state and the United States. All instruction given under the provisions of this act shall be in the English language and shall be conducted by persons whose general qualifications and training are approved by the superintendent of public instruction.

Sec. 812. The superintendent of public instruction may grant permission to the board of any school district to come within the provisions of this act and to provide for the education of the persons named in section 811. Such educational work herein provided for shall be conducted under his supervision or subject to his approval. The board of any school district providing for such education may recommend a tax or estimate and submit a budget to the proper authorities for carrying out the provisions of this act: Provided, That in any city or school district where the budget of the board is subject to the approval to the common council or other local legislative body, such common council or other legislative body shall have the final power to decide the necessity for the inauguration or continuation of the courses of instruction herein prescribed and to determine the amount of appropriation necessary therefore.

Chapter 21, Part-time Schools

Sec. 821. Any school district having a population of 5,000 or more and containing 50 or more children, subject to the provisions of this chapter may, through its board, establish and maintain part-time vocational, agricultural or general continuation schools or courses of instruction for the education of minors under 17 years of age who have ceased to attend all-day school . . . (See Act for further details)

III. Miscellaneous Statutes

ADULT EDUCATION

Act 18, 1946 (1st Ex. Ses.), p.40; Imd. Eff. Feb. 25

An Act to authorize counties to provide a program of adult education; to provide personnel and equipment; to require approval of the superintendent of public instruction; and to authorize county appropriations therefor.

The People of the State of Michigan enact:

Program of adult education by counties.

Sec. 1. The county board of supervisors, through the office of the county commissioner of schools, may establish a program of adult education and may employ the necessary teachers and other personnel, and may purchase such equipment and instructional supplies as shall be required to provide an adequate program for the education of adults residing within the county: Provided, That the board of supervisors of any county proposing to establish such a program shall first furnish evidence concerning local or county needs for adult education satisfactory to the superintendent of public instruction.

Instructors; approval by superintendent of public instruction.

Sec. 2. All persons appointed as instructors or employed in any other capacity in the program established under this act shall have special training for such work. The proposed program and the qualifications of the personnel shall be approved by the superintendent of public instruction upon the basis of such reports and other information as he shall require.

Included in budget by board of supervisors.

Sec. 3. Any county board of supervisors operating a program under this act shall include in its annual budget a sufficient sum to operate the program.

MOTOR VEHICLE CODE

Act 300, 1949, p. 515; Eff. Sept. 23

Sec. 320b. (1) There may be established in any county a driver safety school by an advisory board consisting of the superintendent of schools of the largest school district who shall act as chairman and fiscal agent, the county superintendent of schools, the judge of probate, the prosecuting attorney, the sheriff, the chief of police of the largest city; and a municipal judge, a justice of the peace, and 2 citizens at large, who shall be appointed by the county board of supervisors. Any school so established shall be conducted under the supervision of the superintendent of public instruction and in accordance with the rules and regulations prescribed by him.

(2) Courses, as prescribed by the superintendent of public instruction, shall be offered for the purpose of developing good driving habits and promoting highway traffic safety. The courses shall be open to: Such persons who shall have been referred to a school by a court having jurisdiction over traffic violations after 2 or more convictions of a moving traffic violation within a 12 month period and who, in the determination of the court, are in need of such remedial education; such persons who, after a hearing as provided in section 320 of this act, shall have been

referred to a school by the commissioner; and such persons as may voluntarily choose to attend.

(3) For the purpose of referral as provided in this section, the court, after entry of judgment of conviction, may stay the imposition of sentence until the violator has attended the school. Any person referred to a school by a court or by the commissioner may attend any school in the state which has been established in conformity with this section.

(4) A fee not to exceed $10.00 may be charged for attendance at the school. The fees shall be established by the advisory board and shall be used to defray the cost of instruction, materials and clinical services.

(5) The advisory board may approve schools now in existence if the schools are conducted and courses offered in accordance with the rules and regulations of the superintendent of public instruction. No person shall be referred to a school which has not been approved by the advisory board and the superintendent of public instruction.

COMMUNITY COLLEGE DISTRICTS

Act 188, 1955, p. 283; Imd. Eff. June 14.

Sec. 2. As used in this act, a community college means an educational institution providing, primarily for all persons above the twelfth grade age level and primarily for those within commuting distance, collegiate and noncollegiate level education including area vocational-technical education programs which may result in the granting of diplomas and certificates including those known as associate degrees but not including baccalaureate or higher degrees.

An area vocational-technical education program means a program of organized systematic instruction designed to prepare the following individuals for useful employment in recognized occupations:

(a) Persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.
(b) Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.
(c) Persons enrolled in high school.

COMMUNITY COLLEGES - APPROPRIATIONS

Act 259, 1955, p. 453; Imd. Eff. June 29.

Sec. 3. The money herein appropriated shall be distributed by the superintendent of public instruction to public school districts maintaining an approved college or a university upon the basis of their enrollments in junior or community college credit courses. The enrollment unit shall be a full time program for an academic year. Part time and shorter periods of enrollments shall be equated to this unit....

STATE SCHOOL AID ACT

Act 312, 1957, p. 601; Imd. Eff. July 1

Sec. 12. "Membership" as used in this act shall be construed as registration plus receipts by transfer, plus returns, minus losses, as defined by the superintendent of public instruction in the Michigan child accounting system....

All pupils to be counted in membership shall be at least 5 years of age on December 1 and under 20 years of age on September 1 of the school year except that all pupils regularly enrolled and working toward a high school diploma may be counted in membership regardless of age. Any former member of the armed services in attendance in the public schools, the cost of whose instruction is not paid for by other state funds or by the federal government, shall be counted in membership regardless of age....

"Full-time membership" shall be construed as all membership in indergarten to twelfth grade for those actually enrolled in regular daily attendance on the fourth Friday following Labor day of each year. The superintendent of public instruction shall give a uniform interpretation of such full time memberships.

No pupils enrolled in school programs organized under federal or state supervision and in which the teaching costs are fully subsidized from federal or state funds shall be eligible to be counted in membership.

The superintendent of public instruction shall give a uniform interpretation and evaluation of memberships other than full time memberships.

"Elementary pupils" are defined as pupils in school membership in grades from the kindergarten to the eighth grade in districts not maintaining classes above the eighth grade, and in grades from the kindergarten to the sixth grade in districts maintaining classes above the eighth grade.

"High School pupils" are defined as pupils in school membership in grades 7 to 12 except in districts not maintaining grades above the eighth.

Sec. 13. (a) An "elementary tuition pupil" is a child of school age attending school in grades kindergarten to sixth in a district other than of his residence and whose tuition is paid by the school board of the district of his residence. If the district in which such child is in attendance does not operate grades above the eighth, elementary tuition pupils shall also include pupils enrolled in the seventh and eighth grades.

(b) A "high school tuition pupil" is a child of school age attending school in grades seventh and eighth in a district other than that of his residence and in which grades above the eighth are being maintained, and in grades ninth to twelfth in a district other than that of his residence and whose tuition is paid by the school board of the district of his residence.

(c) Every school district having tuition pupils in membership on the fourth Friday following labor day of each year, shall charge the school district, in which such tuition pupil resides, tuition in at least the amount of the differences between the percapita cost as determined in section 14 and per pupil membership allowance provided in sections 8 and 10. Except that in the case of a nonresident, pupils in part time membership, an additional allowance for such child shall be made to the school district in an amount equal to the difference between the prorated per capita cost as determined in section 14 and prorated per pupil membership allowance as provided in sections 8 and 10. . . .

Sec. 14. The board of education of each school district enrolling tuition pupils shall determine the actual per capita operation cost for the preceding fiscal year. The purpose of making determination of the actual operation cost of school districts there shall be excluded moneys expended for sites, school buildings, equipment, payment of bonded indebtedness, and moneys expended for such other purposes as shall be determined by the superintendent of public instruction not properly included in operation costs: Provided, That such excluded items are applied uniformly in the determinationof such operation cost to all the school districts affected. The per capita operation cost shall be determined by dividing the total expenditures for each school district, less the amount spent for such items as are excluded from the actual operation cost of the district as defined in this section, by the membership in grades kindergarten to 12, inclusive. For the purpose of determining the amount of tuition to be charged for nonresident pupils enrolled in grades kindergarten to 6 inclusive, the per capita cost thus obtained shall be used. For nonresident pupils enrolled in grades 7 to 12, inclusive, the per capita cost shall be the amount of the elementary per capita cost increased by 15%.

Sec. 19. The secretary of the board of education of each district enrolling nonresident pupils shall certify to the superintendent of public instruction on forms furnished by the superintendent of public instruction, the number of nonresident pupils enrolled in each grade on the fourth Friday following Labor Day of each year, the districts in which the nonresident pupils reside, the amount of tuition charged for the current year and any other information required by the superintendent of public instruction.

VOCATIONAL EDUCATION - ACCEPTANCE OF FEDERAL FUNDS FOR OCCUPATIONAL TRAINING

Act 198, 1962, p. 441; Imd. Eff. June 5.

Sec. 1. The state board of control for vocational education may take any necessary action consistent with state law to comply with the provisions of section 16 of Public Law 87-27 known as the "area redevelopment act" and with the provisions of Public Law 87-415 known as the "manpower development and training act of 1962" and may accept and expend federal funds available under such acts for the occupational training or retraining needs of unemployed or underemployed individuals residing in a redevelopment area of the state.

VOCATIONAL EDUCATION - TRANSFER TO STATE BOARD OF EDUCATION

Act 28, 1964, p. 33; Eff. Aug. 28.

Sec. 1. The state board of control for vocational education created under section 3 of Act no. 149 of the Public Acts of 1919, as amended, being section 395.3 of the Compiled Laws of 1948, is abolished, and all of its powers, duties and functions are transferred to the state board of education effective January 1, 1965.

VOCATIONAL EDUCATION - ACCEPTANCE OF FEDERAL FUNDS

Act 44, 1964, P. 51; Imd. Eff. May 6.

Sec. 1. The state board of control for vocational education may take any necessary action consistent with state law to comply with the provisions of Public Law 210 of the 88th Congress known as the "vocational education act of 1963" and may accept and expend federal funds avialable under that law for the purpose of strengthening and improving the quality of vocational education and to expand vocational education opportunities in this state.

REHABILITATION ACT OF 1964

Act 232, 1964, p. 307; Imd. Eff. May 22.

Sec. 2. As used in this act:. . . .

(d) "Vocational rehabilitation" and "vocational rehabilitation services" means any educational or other needed services including, but not limited to, determination of extent of disability, vocational diagnosis, vocational guidance, rehabilitation training, medical services, transportation, maintenance, and training books and materials, found to be necessary to compensate a disabled individual for his vocational handicap, and to enable him to engage in a suitable occupation or to be assisted into independent living.

Sec. 4. The state board shall provide vocational rehabilitation services to disabled individuals determined eligible therefor in accordance with the rules and regulations and in carrying out the purposes of this act, the board may:

(a) Cooperate with other department, agencies and institutions, both public and private, in providing for the vocational rehabilitation of disabled individuals, in studying the problems involved therein, and in establishing, development and providing such programs, facilities and services as may be necessary.

WORK EXPERIENCE PROGRAMS

Act 238, 1964, p. 325; Imd. Eff. May 28.

Sec. 1. The state of Michigan, the board of supervisors of any county, or the governing body of any city, village, township and school district of this state, may furnish and appropriate money to foster and maintain demonstration education and work experience programs through a special job upgrading program for unemployed, out of work, school dropouts who have been out of school at least 2 months and are between 16 and 20 years of age under plans approved by the superintendent of public instruction. This job upgrading program shall combine in-school training with subsidized work experience for school dropouts to make them more employable and to assist them in job placement..... (See Act for further details)

WORK TRAINING PROGRAMS

Act 239, 1964, p. 326; Imd. Eff. May 28.

Sec. 1. There is hereby appropriated from the general fund of the state for the Michigan employment security commission for the fiscal year ending June 30, 1975 the sum of $150,000.00 or as much thereof as may be necessary for the operation of a state program of training of youths over the age of 16 and under the age of 22 who have been out of school for at least 6 months or who have graduated from high school, in wrok training programs of a public service nature. Such funds are to be used for the payment of training allowances to youths under section 8 of this act and for necessary administrative costs incurred by the Michigan employment security commission incident to the payment of training allowances under this act not otherwise appropriated for such purposes under the provisions of the manpower development and training act of 1962, as amended, or any other federal or state law. No portion of such funds shall be used to establish and maintain such state programs for the training of youth.....(See Act for further details)

STATE BOARD OF EDUCATION

Act 287, 1964, p. 570; Eff. Aug. 28.

Sec. 8. The state board of education may take by gift, grant from federal or other sources, devise, bequest, or in any other lawful manner, property, money, pledges or promises to pay money for the purpose of carrying on any of its powers and duties and may, with the approval of the legislature, use the same for the purposes for which they were donated. The board may place such moneys in a special fund to be spent under its direction for the purposes for which they were donated subject to the conditions of such gift, grant, devise, or bequest.

Sec. 9. The state board of education has leadership and general supervision of all public education, including adult education and instructional programs of the state institutions, except as to institutions of higher education granting baccalaureate degrees. The board serves as the general planning and coordinating obdy for all public education, including higher education. The board may conduct research studies relating to general school problems of the public schools of this state.

ECONOMIC OPPORTUNITY ACT

Act 34, 1965, p. 49; Imd. Eff. May 19.

Sec. 1. The state board of education and state library board may take any necessary action consistent with state law to comply with the provisions of Public Law 452 of the 88th Congress, known as the "economic opportunity act of 1964" and may accept and expend federal funds avialable under this law.

STATE AID TO PUBLIC LIBRARIES ACT OF 1965

Act 286, 1965, p. 542; Eff. Mar. 31, 1966.

Sec. 2b. "Library system" means one or more public libraries maintained by one or more local governments, serving a population of at least 100,000 or serving a population of at least 50,000, if the area served has a population of 35 or less per square mile, which has an approved plan. A library system may consist of any of the following:

(1) A library maintained by a single local government.

(2) A consolidated library system in which 2 or more local governments merge their libraries to form a single library system.

(3) A cooperative or federated library system in which 2 or more libraries or local governments enter into s written agreement to implement a plan of service for the libraries of local governments so contracting.

Sec 3. To be eligible to be a library system or to become and to remain a member of a library system, a public library shall receive minimum local support equal to 3/10 mill on the state equalized valuation of its governmental unit or units.

Sec. 4. A local board operating a library in existence on July 1, 1965, serving an area meeting the population requirements of subdivision (b) of section 2, may submit a plan of library service to the state board. On approval by the state board of the plan the local library shall be disignated a library system and the local board shall be designated as the governing board of the system and shall retain its existing organization, officers and powers as a local board.

Sec. 5. A group of public libraries operating as a library system in existence on July 1, 1965, serving an area meeting the population requirements of subdivision (b) of section 2, may submit a plan of library service to the state board. The plan of library service shall designate the library which will become the headquarters library of the system. On approval by the state board of the plan, the federated public libraries shall be designated a library system and shall elect a system board as provided in section 8, or the participating libraries may designate the board of one of the libraries as the system board.

Sec. 6. Two or more local boards which maintain eligible libraries and desire to form a library system may request the state board to authorize the local boards to submit a plan of library service and to designate the library which will become the headquarters library of the system. On approvalby the state board of the plan of library service, the library system shall be declared an established library system and the member library boards shall meet and elect a system board as provided in section 8, or the participating libraries may designate the board of one of the libraries as the system board.

Sec. 11. All residents of an area served by a library system may use the facilities and resources of all member libraries, subject to regulations in the system plan.

Sec. 14. A library system shall be granted continuing state aid in an amount per capita of its served population, based upon the average density of population per square mile of the area served, in accordance with the following schedule:

Square Mile Population Density	Grants Per Capita
Over 35	30 cents
26-35	40 cents
16-25	50 cents
Under 16	60 cents

IV. Administrative Rules

School District Child Accounting for Distribution of State Aid

R 340.4 Pupil age limits on fourth Friday following Labor Day.
Rule 4. A pupil to be counted in membership on the fourth Friday following Labor day shall be at least 5 years of age on or before December 1, and under 20 years of age on September 1, of the school year. As exceptions to this rule the following students shall be counted in membership:

(a) A pupil regularly enrolled and working toward a high school diploma regardless of age.

(b) A former member of the armed services, presenting a certified copy of service separation whose cost of instruction is not paid for by other state funds or by the federal government, enrolled in the school district, regardless of age.

(c) A physically handicapped pupil under provisions of the law governing the education of such a pupil, if under 25 years of age as of September 1 of the current school year and if served by a special education program approved by the superintendent of public instruction.

(d) A mentally handicapped pupil under provisions of the law governing the education of such a pupil, if under 21 years of age as of September 1 of the current school year and if served by a special education program approved by the superintendent of public instruction.

R 340.6. Parttime pupils on fourth Friday following Labor Day.
Rule 6. Parttime pupils either resident or nonresident enrolled in the school district on the fourth Friday folloiwng Labor Day, attending regular day or evening school classes for credit toward a high school diploma, may be counted in parttime membership. The following pupils are included:

(a) A post graduate pupil who has received a high school diploma and who returns to high school to take additional work for credit, but is under 20 years of age on September 1 of the current school year.

(c) A day or evening school pupil enrolled in the school district and attending regular day or evening school classes.

(d) An apprentice or on-the-job training pupil enrolled in the school district in apprentice or on-the-job training programs approved by the superintendent of public instruction pursuant to sections 821 to 828 of Act No. 269 of the Public Acts of 1955, as amended, being sections 340.821 to 340.828 of the Compiled Laws of 1948.

(e) A practical nursing pupil enrolled in a practical nursing program approved by the Michigan board of nursing and the superintendent of public instruction.

R 340.7. Computation of parttime membership on fourth Friday.

Rule 7. (1) A parttime pupil in membership on the fourth Friday followin labor day is counted in membership in the amount computed on a pro rata basis by the formulas hereinafter set forth. No parttime pupil in membership shall be given greater membership credit than a fulltime pupil in membership. In case of a nonresident public school pupil, each school district shall list him as a parttime pupil and report him in parttime membership.

(2) The prorated membership for a pupil taking instruction in grades K-8 is computed by applying a ratio which is the relation between the number of hours per week spent in a public school and 30 hours per week. When a pupil enrolled as a regular fulltime pupil temporarily and unavoidably attends less than a full day in a district, prorated membership is computed by applying the ratio of number of hours attended per week in the public school and the average number of hours of the school week for regular fulltime pupils as certified by the secretary of the board of education of the school district.

(3) The prorated membership for a pupil taking instruction in grades 9-12 is computed by applying a ratio which is the relation between the number of credits carried by the pupil and a standard of 4 units of credit for the school year.

(4) The prorated membership for a pupil in an apprentice or on-the-job training program is computed by allowing two-fifths membership for each pupil enrolled in such program.

(5) The prorated membership for a pupil in a practical nursing program is computed by allowing one-half membership for each pupil enrolled in such a program.

REIMBURSED PROGRAMS OF VOCATIONAL EDUCATION

(By authority of Act No. 149, Public Acts 1919, as amended (CL 1948, 395.1 et sep).)

2. Agricultural Education

R 395.172. Program of Instruction.

The major purpose of the instructional program will be to provide, through personal development, the skills, abilities, and understandings leading to wise decisions in farming and farm living. The staff of the agricultural education service will verify through local school visits, review of local records and reports, conferences with teachers and administrators, and through other appropriate supervisory activities that the conditions below are met.

5. Young and adult-farmer classes

a. Provisions for enrollees' farming programs

The program of instruction for young farmers shall deal with agricultural problems encountered by young men in becoming established in farming, and those who require basic agricultural education on farm problems.

The program of instruction for adult farmers shall aim to increase their efficiency in specific phases of farming and shall be designed to meet the needs of farmers with common interests and problems.

The school shall provide supervised farm practice for at least 6 monts each year for young and adult farmers.

c. Requirements for meetings

Classes for young and adult farmers shall be organized for not less than 10 meetings or a total of not less than 20 clock hours of group instruction for each class during any 1 year.

3. Distributive and Office Education

R 395.181. Supervision.

1. Local supervisors

A local supervisor of distributive or office education may be employed by a local school and his salary may be reimbursed for eligible time spent on the program in the supervision of teachers of distributive or office education

a. Duties: responsible for promoting, developing, and organizing appropriate adult distributive education programs and cooperative programs of distributive of office education, for assisting in nonreimbursable programs in distributive or office education which have vocational objectives, and for coordinating distributive and/or office education programs with the total school program. Supervisory activities include assistance given to vocational teachers in the improvement of their professional ability in planning, preparing, and evaluating instructional materials, and in securing instructional conditions which are conducive to effective training.

$ 395.182 Program of Instruction

The program of instruction in the vocational distributive education field comprises subjects which contribute directly to improving the skill, knowledge, and ability of proprietors, managers, and employees engaged primarily in occupations involved with the distribution or marketing of goods and services.

Vocational office education instruction comprises business education subjects which contribute directly to improving the skill, knowledge, and ability of cooperative office education students employed part-time in office occupations.

3. Evening and part-time extension classes (distributive education only)

May be organized and conducted for persons employed in distributive occupations. Such courses shall contain subject matter needed in or supplemental to 1 or more distributive occupations and may be taught to classes composed of persons employed in 1 or several such occupations. Coordination of instruction with job experience may be necessary for efficient instruction of such classes and reasonalbe time may be allowed for coordination.....

4. Part-time cooperative classes (distributive and office occupations)

May be organized and conducted for youth employed in distributive or office occupations on a school-and-employment schedule which combines vocational instruction in school and organized training on the job. Qualified student must be at least 16 years of age and be employed in distributive or office occupations at least as much time during the school year as is spent in school and for an average of not less than 15 hours per week during the school year. Alternate days, weeks, or other appropriate periods may be substituted for the half-day in school, half-day on-the-job plan. The total hours per week in school and at work and the monetary wages paid the student learners must conform to state and federal laws governing employment of minors.

4. Home Economics Education

R 395.192. Program of Instruction.

2. For out-of-school groups

a. Purpose and scope

The purpose will be to provide instruction for out-of-school youth and adults in phases of home economics designed to prepare them to assume the responsibilities and activities involved in homemaking and achieving family well-being in the home and community.

b. Methods for determining offerings

The local teacher in cooperation with the local administration shall be responsible for studying the needs of out-of-school groups and for developing the program based on these needs.

c. Organizational plans

(1) Out-of-school groups

Planned instruction in homemaking education for out-of-school groups shall be organized for sufficient time to meet the needs of persons enrolled and for not less than a total of 10 hours of instruction for any 1 class. The curriculum shall be so planned that over a period of years it will provide offerings in several areas of homemaking.....

5. Trade and Industrial Education

R 395.201. Supervision.

1.a. Duties of local supervisors

They shall be responsible for promoting, developing, and organizing appropriate in-school and adult programs of trade and industrial education and for coordinating such programs with the total school program. Their activities shall include assistance to local vocational teachers in improving their professional competencies; in planning the preparation of instructional material; in obtaining instructional material; in evaluating local programs in their entirety; and in securing instructional conditions which are conducive to effective training.

R 395.202. Program of Instruction

Trade and industrial education may include training for any trade and industrial pursuit. It may also include other technical pursuits such as nursing, laboratory services, and service occupations. It is designed for any person over 15 years of age who has entered upon or is preparing to enter upon the work of a trade or industrial pursuit. It is designed to service tradesmen, technicians, and other industrial workers, apprentices, and learners and in-school and out-of-school youth. Practical nurse training is designed to meet the needs of persons over 18 years of age. Instruction may also be provided for industrial supervisors and supervisory personnel representing both management and labor to assist in special phases of their work. Instruction may include the training of workers; job organization and improvement; development of skills, knowledge, and judgment; safety and safe working practices; and the study of federal and state legislation affecting workers.

1. Evening and part-time trade extension classes.

a. Special provisions for supervisory and foreman training and the training of apprentices.

(1) Personnel training for leadership positions in management, labor, and other industrial organizations may be conducted by local boards of education or approved teacher education institutions.

(2) Apprentice training

Part-time extension classes may be conducted for apprentices to provide technical, manipulative skill training, and related instruction supplemental to their training on the job.

3. Day trade and industrial preparatory classes

Instruction is given to prepare students for successful, gainful employment in an industrial occupation.

(3) Type C is a special type of training organized for persons over 18 years of age or for those who have legally left the full-time school. The length of class, course content, and instructional procedures shall be organized to prepare individuals for useful employment. Practical nurse training is a type C program of 12 calendar months including foundation period of 17 weeks. During the foundation period, the instruction shall be 6 hours per day, 5 days per week. During the practical experience period, the instruction shall be 40 hours per week including classroom and bedside instruction.

6. Vocational Guidance

R 395.211. Program of vocational guidance.

1. Vocational guidance programs serve vocational teachers and students.

a. School counselors will work with vocational teachers to assist in aiding students who can profit from vocational education to enroll in appropriate classes.

b. School counselors will provide vocational students and potential vocational students with information about occupational and educational requirements, opportunities, and trends.

c. School counselors will assist vocational teachers in carrying out such functions as maintaining student records, obtaining occupational information, counseling vocational students, developing job placement services, and following up former vocational education students.

2. Duties of counselors

a. They shall devote a portion of their guidance and counseling time to vocational students and teachers in accordance with the need for this service.

b. They shall conduct such research as is necessary to determine the need for vocational education opportunities in their respective schools, and shall encourage and assist school administrators to develop vocational education programs to meet the needs discovered.

APPENDIX IV

INSTITUTIONAL INVOLVEMENT IN CONTINUING EDUCATION

CONTINUING EDUCATION PROGRAM	EDUCATIONAL INSTITUTIONS											INSTITUTIONS WITH AUXILIARY EDUCATION FUNCTIONS																							
	Public							Private				Official Community Agencies									Voluntary Community and Member Serving Institutions														
1. - - - - - - - - - - - -	Local School District*	Community College	Area Voc-Tech School	Intermediate District	Co-Op Ext. Service	University Extension*	Public Libraries*	Nearby Colleges*	Parochial Schools*	Proprietary Schools*	Voluntary Education Groups*	Civil Service	CAAP	Courts*	Employment Security	Health Department*	Law Enforcement*	Social Security	Social Welfare	Other Agency*	Church*	Church Council	YM, YW, KC, etc.*	Human Relations Groups*	Professional Societies*	Labor Unions*	Labor Council	Business or Industry*	Area Devel. Council	Manufacturers Assoc.	Trade Associations*	Political Organizations*	Arts Council	Communication Media	Other Institution*
2.																																			
*Specify institution you have in mind.																																			

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Instructions:
1. Enter name of program area
   Eg. Civic Education
2. List major program divisions
   Eg. Courses in Practical Politics
   Study of Local Election Issues
   World Affairs Discussion Groups
3. In appropriate cells, place letters from code at right to indicate institutional contributions

Involvement Code:

A. General Coordination and Supervision
B. Primary Program Responsibility
C. Shared Program Responsibility
D. Facilities and Facilitating Services
E. Planning and Advisory Assistance
F. Instructional or Leadership Personnel
G. Instructional Materials and Equipment
H. Counseling of Students
I. Financial Support
J. Interpretation and Promotion
K. Information and Referral
L. Professional Consultation
M. Report or Other Publication
N. Evaluation
O. - - - - - - - - - - - - - -
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